DOCUMENT RESUME

ED 024 718 UD 006 875

EVALUATION OF E.S.E.A. PROGRAMS AND SERVICES FOR THE EDUCATIONALLY DISADVANTAGED. 1966-67.
Sacramento City Unified School District, Calif.
Pub Date 1 Aug 67
Note-303p.
EDRS Price MF-$1.25 HC-$15.25
Descriptors-Ancillary Services, Auditory Evaluation, *Compensatory Education Programs, Data, *Disadvantaged Youth, Early Childhood Education, *Federal Programs, *Inservice Programs, Institutionalized (Persons), Instructional Media, Language Arts, Lunch Programs, *Program Evaluation, Reading Improvement, Small Classes, Student Transportation, Summer Programs, Teacher Aides
Identifiers-California, *Elementary and Secondary Education Act Title 1, ESEA, Project Aspiration, Sacramento Unified School District

Along with general information on the 1966-67 Title I compensatory education programs in the Sacramento City Unified School District and on the instruments used in evaluation the effectiveness of these programs, this report contains descriptions of individual activities: (1) language arts development and reading remediation (also information on smaller classes, use of teacher aides, and establishment of instructional media centers), (2) provisions for equal educational opportunity through extended services (Project Aspiration, assistance to neglected children, identification of students with hearing problems, kindergarten-primary summer schools, food and transportation services), and (3) professional growth, inservice training, and curriculum development. (See also UD 006892.) (EF)

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EVALUATION OF E.S.E.A. PROGRAMS AND SERVICES FOR THE EDUCATIONALLY DISADVANTAGED

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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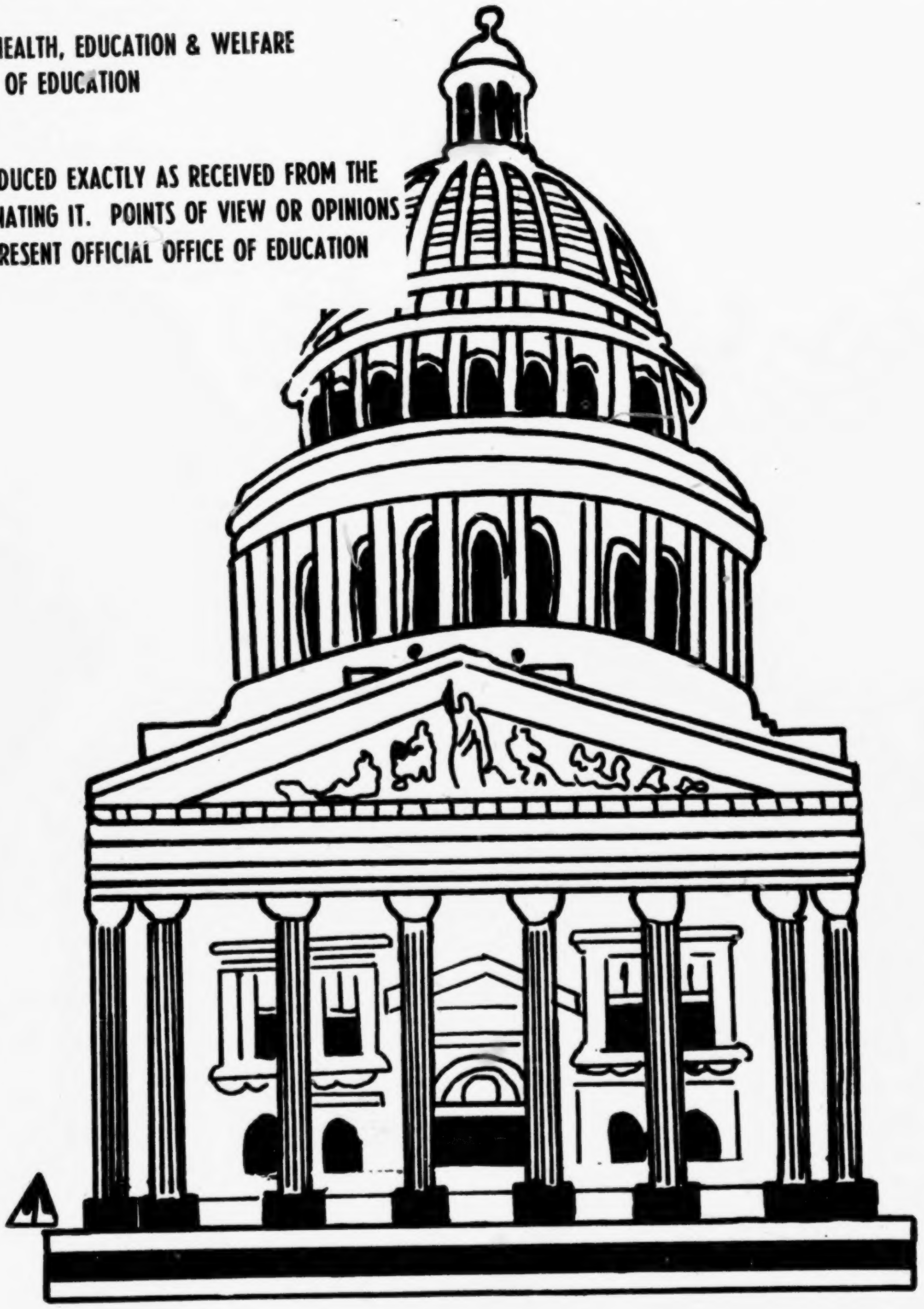

UD 006 875

1966 – 67

Sacramento City Unified School District

Sacramento, California

August 1, 1967

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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Report Submitted to the

California State Department of Education

Sacramento, California

Regarding

Programs and Services Provided Under

The Elementary and Secondary Education Act of 1965

and

SB 482, McAteer Act of 1965

Submitted by the

Board of Education, Sacramento City Unified School District

P. O. Box 2271, Sacramento, California 95810

Project Title: Raising Educational Attainments
34-190-01-2142

Reporting Officer: Dr. Donald E. Hall, Assistant Superintendent
Planning and Research Services Office
Sacramento City Unified School District
P. O. Box 2271, Sacramento, California 95810

August 15, 1967

FOREWORD

The program of compensatory education in the Sacramento City Unified School District has expanded from a pilot program in one public elementary school during 1963-64, to one involving thirteen public and three non-public elementary schools, two junior high schools and one non-public and two public senior high schools during 1965-66. Much of this expansion could not have been accomplished without the financial support received from the federal government under Title I of the Elementary and Secondary Education Act of 1965. The continuation of this support during the 1966-67 school year has permitted the district to continue its program of compensatory education and also to initiate a program known as Project Aspiration, designed to alleviate and/or eliminate the adverse effects of de facto school segregation. Since both the compensatory education program and Project Aspiration have numerous components, it is essential that each be evaluated so that future programs may develop in an orderly fashion, and be based, to the greatest degree possible, on sound research findings.

The report presents an evaluation of Title I activities conducted during the 1966-67 school year. The findings of this report should be viewed in their entirety and in terms of their long-range significance. The crippling effects of cultural and/or economic deprivation during infancy and early childhood will not be overcome easily or quickly. Even the modest gains which are noted in this report are the result of the efforts of principals, teachers, central office personnel and parents, working cooperatively. Their contribution to the evaluation of the activities published in this report is deeply appreciated.

F. MELVYN LAWSON
Superintendent

PREFACE

Evaluation is an integral part of the instructional program. However, when any aspect of the existing program is expanded, or new programs are added, adequate evaluation of their effectiveness is even more essential.

Quite properly, when Public Law 89-10 was enacted, it contained the requirement that local agencies conduct adequate evaluation of the programs funded under the act. This report contains a summary of the evaluation activities conducted in connection with the district's 1966-67 programs funded under Title I of Public Law 89-10.

Principals, teachers, central staff specialists, parents and pupils, all have participated in the evaluation of the various programs reported herein. Their assistance is greatly appreciated, but particular credit is due to Mr. Joseph H. Lynn, director, Compensatory Education Department, for the cooperative attitude toward the research effort which he engendered among staff members involved in the various programs; to Dr. Frank E. Delavan, director, Educational Research Services, who developed the research design for this effort and coordinated the evaluation activities for the district; and to Mr. Keith E. Hartwig, resource teacher, research, who assisted materially in processing and interpreting the data as well as in the actual production of the report itself.

DONALD E. HALL
Assistant Superintendent
Planning and Research Services

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PART I

GENERAL INFORMATION

INTRODUCTION

I. History of Compensatory Education in the Sacramento City Unified School District

This introduction will not attempt to provide a complete account of the development of compensatory education programs in this school district. The following is only a brief outline of the important steps taken up to the end of the 1966-67 school year.

A. 1963-64: Planning and Experimentation

A district-wide action committee was organized prior to the beginning of the 1963-64 school year. This committee studied the problems and program possibilities in this area and developed plans for elementary compensatory programs during the fall semester. These plans were initiated on a pilot basis with district funds in one school during the spring semester of that year. The committee continued to meet in order to assess the progress of the program and to modify its plans accordingly.

B. 1964-65: Implementation

Elementary school compensatory programs were established in seven elementary schools during the 1964-65 school year. These programs were financed solely by local funds.

C. 1965-66: Expansion

Funds made available through the Economic Opportunity Act (E.O.A.) allowed the basic program to be expanded to serve eight additional elementary schools. In addition, new programs were initiated in selected secondary schools. Actually, this expansion of compensatory education programs was accomplished during the last two months of the 1964-65 school year; but it began its first full year of operation in the fall of 1965.

The district's total compensatory education program expanded again at mid-year, 1965-66, with the availability of funds provided under the Elementary and Secondary Education Act of 1965 (E.S.E.A.).

D. 1966-67: Consolidation and Modification

The district's basic compensatory education program was continued during the 1966-67 school year with significant modifications. A plan to alleviate the adverse effects of de facto segregation (Project Aspiration) was incorporated in the total compensatory education program and the use of E.O.A. funds to support some of the compensatory education activities was reduced. These developments added new activities and eliminated some previously existing activities.

II. The Total Compensatory Education Program

This report attempts to evaluate the compensatory education activities provided by the Sacramento City Unified School District through the use of E.S.E.A. funds. It should be noted, however, that other compensatory education activities are provided by the district through the use of local, state, and other federal resources. The following outline presents, in summary, the elements of the district's total effort in the area of compensatory education.

A. E.S.E.A., Title I, financed activities

1. English Language Arts (secondary education).
2. English as a Second Language.
3. Reading Instruction.
4. Reduction of Class Size.
5. Teacher Aides.
6. An Educational Plan to Alleviate the Adverse Effects of De Facto Segregation (Project Aspiration).
7. Audiometric Services.
8. In-Service Training.
9. Program for Neglected Institutionalized Children.

B. E.O.A. financed activities

1. Program for Preschool Children and Their Parents.
2. Supporting Services for Project Aspiration.
3. Extended Day Study Centers (Tutorial Services Provided by the Community Welfare Council).
4. Operation Headstart (Summer).
5. Neighborhood Youth Corps.

C. Activities not financed through the Title I of the E.S.E.A. or the E.O.A.

1. Reduction of Class Size.
2. Program for Preschool Children and Their Parents.
3. Manpower Development and Training Program.
4. Vocational Education

5. Extended Day Study Centers (Teacher Services Provided by Local District Funds).
6. American Legion Continuation High School.
7. Basic Adult Education.

COMPENSATORY EDUCATION SCHOOLS

Public Schools: Sacramento City Unified School District

Mr. Joseph E. Lynn, Director, Compensatory Education

School	Principal	Address	Phone
ELEMENTARY			
Argonaut	Carl Wilson	1400 Dickson Street	428-6152
Bret Harte	John Cochrane	3238 Franklin Blvd.	455-8379
Camellia	Gene Carey	7400 Elder Creek Road	383-2590
Donner	Raymond Evans	4554 8th Avenue	455-4619
Earl Warren	Anthony Colombero	5420 Lowell Street	456-0074
Elder Creek	Mark Helsley	7934 Lemon Hill Avenue	383-3400
Ethel Phillips	Stratis Zampathas	2930 21st Avenue	455-2631
Jedediah Smith	Edwin Wrenn	401 McClatchy Way	441-1146
Lincoln	Richard Corum	418 P Street	442-6994
Maple	Bill Lukey	3301 37th Avenue	428-8324
Oak Ridge	Robert Luther	4501 Sacramento Blvd.	451-7868
Washington	John Moorhead	1716 E Street	442-6508
Woodbine	Jean Schwartz	2500 52nd Avenue	428-0731
JUNIOR HIGH			
Peter Lassen	Marvin Christianson	5022 58th Street	452-8136
Will C. Wood	Laverne Crites	6201 Lemon Hill Avenue	383-9200
SENIOR HIGH			
Hiram Johnson	Bert Chappell	6879 14th Avenue	452-5781
Sacramento	Ulric Morley	2315 34th Street	456-3851

* *

Non-Public Schools

ELEMENTARY			
Holy Angels	Sister M. Grace O.S.F.	1909 7th Street	442-8652
St. Anne	Sister M. Columba S.H.J.M.	2301 71st Avenue	422-3142
St. Joseph's	Sister M. Collete S.M.	815 G Street	443-9262
HIGH SCHOOL			
Bishop Armstrong	Brother Haig F.S.C.	4315 Sacramento Blvd.	452-2878

LIST OF MEASUREMENT INSTRUMENTS

I. Standardized Tests

A. Primary Segment

1. Grade 1: Form W, Primary I, Stanford Reading Test (SAT)
2. Grade 2: Form W, Primary II, Stanford Reading Test (SAT)
3. Grade 3: Form X, Primary II, Stanford Reading Test (SAT)

These tests are administered each year during the last ten days in May under the state mandated testing program. Test results thus obtained for first and second grade level pupils in May of 1966 were compared with those obtained for second and third grade pupils in May of 1967 in connection with selected pupils involved in the Plan to Alleviate the Adverse Effects of De Facto Segregation. (See Activity 7).

B. Intermediate Segment

1. California Test of Mental Maturity -- CTMM
   a. Grade 3: Primary, S Form
   b. Grade 4, 5, and 6: Elementary S-Form
2. California Achievement Test (reading, arithmetic, and language subtests) -- CAT
   a. Grade 3: Upper Primary, Form W
   b. Grade 4, 5, and 6: Elementary, Form W

All fourth, fifth, and sixth grade pupils in the three "remaining sending schools" and the "integrated project pupils" from these schools (see Activity 7) were administered these tests on a pre and post-test basis. Only the California Achievement Tests (CAT) were administered to pupils in the remaining ten public compensatory elementary schools on a pre and post-test basis. The pre-tests were administered to these pupils in May of 1966 when they were in grades three, four and five. The post-tests were administered to these same pupils when they were in grades four, five, and six in May of 1967.

C. Secondary Segment

1. Stanford Achievement Test -- Intermediate I (Reading)

This test was administered to pupils participating in the junior high school reading clinics on a pre and post-test basis. The pre-tests were administered as soon as these programs were established in the two junior high schools, while the post-tests were administered in late May, 1967.

2. The Metropolitan Achievement Test -- Advanced Battery Reading Test

   This test was administered to pupils participating in the language laboratory programs at one non-public and two public senior high schools and a pre and post-test basis. The pre-tests were given in late October, 1966, and the post-tests were administered in late May, 1967.

II. Non-standardized Instruments

Locally developed questionnaires, rating scales, and a pupil attitude inventory were employed in this evaluation. These were completed by pupils, parents, teachers, and administrators.

A. Teacher Evaluation of Pupil Interest and Attitude (Exhibit A)

1. This instrument listed several pupil characteristics in connection with a rating scale. Each form was completed by a teacher in terms of an individual pupil and any changes noted in this pupil's characteristics during the course of the compensatory program.

2. This instrument was used by all kindergarten through sixth grade teachers relative to selected pupils. The pupils were identified randomly by selecting every tenth name on pupil listings for the thirteen compensatory public elementary schools. The teachers were asked to evaluate changes realized in the interests and attitudes of these pupils during the 1966-67 school year.

3. This instrument was completed by the teachers during the first part of May, 1967.

B. Parent Questionnaire About School (Exhibit B)

1. This instrument contained several questions concerning parent opinions about the school program and its effect upon their children. It covered such areas as follows:

   a. school-home communications,

   b. parent attitudes toward school,

   c. pupil attitudes toward school, and

   d. pupil growth in reading skills.

2. This form was mailed to the parents of the pupils in the ten per cent sample described above. It was printed in Spanish for use with those parents the elementary school principals reported as Spanish speaking.

3. It was mailed to the parents with a stamped, pre-addressed, return envelope on May 15, 1967.

C. Teacher Evaluation of Compensatory Education Program (Exhibit C)

1. This rating scale listed the features of the total district elementary school compensatory education program. These features were related to a scale of effectiveness and teachers were asked to indicate, according to their judgments, the effectiveness of the various features.

2. All kindergarten through grade six and resource teachers in the compensatory elementary schools were asked to complete this form.

3. The instrument was completed by teachers during the first week in June, 1967.

D. Principal Questionnaire on the Effectiveness of the Compensatory Education Program (Exhibit D)

1. This instrument listed the various activities of the compensatory education program as they were related to three general areas:

   a. the classroom instructional program,

   b. pupil attitudes, interests, and aspirations, and

   c. teacher insights, skills, and sensitivity.

2. All compensatory elementary school principals were asked to indicate the effectiveness of each of the activities listed in each of the three general areas.

3. This instrument was completed by the principals during the first week of June, 1967.

E. Teacher Questionnaire on the Effectiveness of Teacher Aides (Exhibit E)

1. This questionnaire contained questions relative to the general helpfulness of the teacher aides and some of the areas of pupil growth that might be influenced by the teacher aide services. The instrument also provided for a comparison of the 1966-67 and the 1965-66 teacher aide programs.

2. All regular teachers receiving the services of an E.S.E.A. teacher aide were asked to complete this form.

3. This instrument was completed by the teachers during the first part of May, 1967.

F. Pupil Questionnaire About School (Exhibit F)

1. This instrument contained several questions concerning some of the services provided to the pupils and their opinions of school and these services.

2. The form was directed to a fifth or a sixth grade class at each of the thirteen compensatory public elementary schools, and the pupils in the class were asked to complete copies of the form.

3. The pupils completed the questionnaire during the last two weeks of April, 1967.

G. Teacher Questionnaire on the Effectiveness of Teaching English as a Second Language (Exhibit G)

1. This instrument listed several pupil characteristics in connection with a rating scale. Each form was completed in terms of an individual pupil and any changes noted in this pupil's characteristics during his participation in the activity. The form also provided for an indication of the segment level of the pupil.

2. Homeroom teachers with pupils in this program and the teachers of English as a Second Language were asked to complete the form for each of their pupils in the program.

3. The instrument was completed by the teachers at the end of May, 1967.

H. Teacher Questionnaire on the Effectiveness of Project Aspiration (Exhibit H)

1. This questionnaire listed several pupil characteristics in connection with a rating scale for the integrated project pupils and a rating scale for the resident pupils. The integrated project pupils were those pupils from the de facto segregated schools reassigned to schools with small minority group populations, and the resident pupils were those living in the regular attendance area of the school. Each form was completed by a teacher in terms of the pupils in his/her classroom and any changes noted in the pupil's characteristics during the 1966-67 school year.

2. The instrument also included a series of free response items to be completed by the teachers.

3. All of the regular teachers at the seven receiving schools involved in the study of Project Aspiration were asked to complete this form.

4. The teachers completed this instrument during the last two weeks of May, 1967.

I. Questionnaire for Parents of Project Aspiration Pupils (Exhibit I)

1. This instrument contained several questions concerning parent opinions about Project Aspiration and its effect upon their children. It covered such areas as follows:

    a. pupil attitudes toward school,

    b. parent attitudes toward school,

    c. pupil growth in learning skills, and

    d. social adjustment of the pupils.

2. The form was mailed to the parents of the integrated project pupils in the seven receiving schools mentioned above.

3. The form was mailed with a stamped, pre-addressed, return envelope during the last week of May, 1967.

J. Teacher Checklist on the Instructional Media Program for Compensatory Elementary Schools (Exhibit J)

1. This instrument listed the types of equipment and materials provided in connection with a scale related to the frequency of usage. Each form was completed by a teacher in terms of the extent to which he/she made use of the equipment and/or materials.

2. Those teachers who had used any of the equipment and/or materials were asked to complete the second part of the form. The second part listed nine objectives related to the improvement of the communication skills of children. These objectives were listed in connection with a rating scale.

3. All kindergarten through grade six and resource teachers in the compensatory elementary schools were asked to complete this form.

4. This instrument was completed by the teachers during the first part of April, 1967.

K. Assessment of the 1966 Summer Workshop on Compensatory Education by the Participants (Exhibit K)

1. This questionnaire listed the consultants who had contributed to the workshop. The participants were to indicate which of these consultants had been particularly effective. The form also presented several statements relative to the benefits derived from participation. A rating scale was included with these statements. The three main divisions of the workshop (guest speakers, demonstration lessons, and material workshops) were also listed in connection with a rating scale.

2. The participants in the 1966 summer workshop included teachers and administrators from public and non-public schools in the district. At the conclusion of the workshop, each participant was asked to complete a questionnaire. Each participant was to indicate the nature of his/her school district assignment.

3. This instrument was completed by the teachers and administrators during the first week of August, 1966.

L. Principal's Evaluation of the Effects of the Summer Workshop on Compensatory Education (Exhibit L)

1. This questionnaire contained a series of questions concerned with the reactions of the teachers who participated in the 1966 workshop. It also listed in connection with a rating scale, five items relative to teacher attitudes and ability to relate the curriculum to the needs of the compensatory education pupils. Each form was completed by a principal in terms of his/her teachers who had participated in the workshop and any changes noted in the teachers' performance during the first part of the 1966-67 school year.

2. This form was completed by the principals who had participants from his/her school in the 1966 summer workshop.

3. This instrument was completed by the principals during November, 1966.

M. Teacher Evaluation of Kindergarten-Primary Summer School Program - August, 1966 (Exhibit M)

1. This questionnaire listed the features and materials of the program in connection with a rating scale. It also provided for an evaluation of pupil growth based on teacher observation. Each form was completed by a teacher in terms of his/her judgment regarding the effectiveness of the program and its contriubtion to pupil growth.

2. All teachers who had participated in this program were asked to complete this form at the close of the summer session.

3. The teachers completed this instrument during the first week of August, 1966.

N. Parent Evaluation of Kindergarten-Primary Summer School Program - August, 1966 (Exhibit N)

1. This instrument contained several questions concerning parent opinions about the summer school program and its effect upon their children. The questions were concerned with parent and pupil attitudes toward the program and some of the features of the program.

2. The form was mailed to the parents of the pupils enrolled in the program. The parents were asked to complete a separate copy of the form for each of their children participating in the summer school program.

3. The form was mailed with a stamped, pre-addressed, return envelope on August 12, 1966.

O. Participant Questionnaire on the 1967 Summer Institute for Compensatory Education Personnel (Exhibit O)

1. This instrument listed several statements relative to an awareness and understanding of the problems of disadvantaged children and techniques for working effectively with these children. These statements were presented in connection with a rating scale, and the participants were to indicate the degree to which they benefited from the institute regarding these statements. The four main daily divisions of the institute were also listed in connection with a rating scale. In addition, the questionnaire provided for the identification of topics and problem areas for inclusion in future institutes.

2. The participants in the 1967 institute included teachers and administrators from public and non-public schools in the district. At the conclusion of the institute, each participant was asked to complete a questionnaire. Each participant was to indicate his/her school district assignment on the form.

3. This instrument was completed by the teachers and administrators during the last week of July, 1967.

III. Exhibits

Copies of the non-standardized instruments previously described appear on the following pages. It should be noted that some of the items, or questions, on some of the instruments are concerned with activities financed through sources other than E.S.E.A., Title I. These activities also required evaluation, and it was deemed advisable to employ instruments which attempted to assess the district's entire program of compensatory education. This not only reduced the burden and confusion of the responding parents and teachers involved in the evaluation of the compensatory activities, but should provide the reader of this report with a better picture of the compensatory education program operating in the Sacrmento City Unified School District.

EXHIBIT A

Sacramento City Unified School District
Administration Building
Planning and Research Services Office

TEACHER EVALUATION OF PUPIL INTEREST AND ATTITUDE

On the form below, kindly check the appropriate column to indicate your appraisal of the effect that the compensatory education program has had on ______________________ interest in, and attitude toward school.
(pupil's name)

Grade or Placement Level ____________

	(5) Great Improvement	(4) Moderate Improvement	(3) Slight Improvement	(2) Negative Effect	(1) No Opinion
1. Interest in reading					
2. Use of free time in school for reading					
3. Contribution to group discussions					
4. Respect for property					
5. Work habits					
6. Adaptability					
7. Dependability					
8. Alertness and Responsiveness					
9. Self-confidence					
10. Self-discipline					
11. Attitude toward other pupils					
12. Attitude toward school					

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EXHIBIT B

Sacramento City Unified School District
Administration Building
Planning and Research Services Office

PARENT QUESTIONNAIRE ABOUT SCHOOL

1. Have you felt free to contact the school more during this school year than you did during last school year?

   a. ☐ Yes
   b. ☐ No

2. Have more people from the school visited your home during this school year than they did during the last school year?

   a. ☐ Yes
   b. ☐ No

3. Which people from the school have been most helpful to you this school year?

   a. ☐ Nurse
   b. ☐ Attendance officer
   c. ☐ Teachers
   d. ☐ Principal
   e. ☐ Others

4. What is your feeling about your child's school this year?

   a. ☐ Like it much better than last year
   b. ☐ Like it better than last year
   c. ☐ No change
   d. ☐ Like it less than last year

(over, please)

5. What are your child's feelings about his/her school this year?

a. ☐ Like it much better than last year
b. ☐ Like it better than last year
c. ☐ No change
d. ☐ Like it less than last year
e. ☐ Don't know

6. Does your child read better this year than he did last year?

a. ☐ Yes
b. ☐ No
c. ☐ Don't know

If your answer is "yes," how much better does he or she read now?

d. ☐ A little better
e. ☐ Much better

7. Has your child read more at home during this school year than he/she did last school year?

a. ☐ Yes
b. ☐ No
c. ☐ Don't know

8. Has your child taken part in the after-school (Extended Day) program?

a. ☐ Yes
b. ☐ No
c. ☐ Don't know

EXHIBIT C

Sacramento City Unified School District
Administration Building
Planning and Research Services Office

TEACHER EVALUATION OF COMPENSATORY EDUCATION PROGRAM

	1 Very Effective	2 Moderately Effective	3 Slightly Effective	4 No Effect	5 Negative Effect
I. Overall success of the 1966-67 compensatory education program (all teachers respond to Part I)					
A. Additional teacher(s) to reduce class size					
B. Resource teacher					
1. To assist in remedial reading program					
2. To suggest and provide materials for classroom teachers					
3. To suggest techniques in reading for classroom teachers					
4. To evaluate reading growth through formal and informal tests					
C. Additional instructional supplies and audiovisual aids					
D. Addition of a half-time work experience clerk					
E. Expanded program of study trips					
F. Expanded program of cultural activities					
II. Staff Training Services					
A. Demonstration Teachers (respond only if you have had experience with these services)					
1. To demonstrate the classroom use of instructional techniques					
2. To demonstrate the classroom use of instructional materials					
3. To demonstrate the classroom use of instructional equipment					

(over, please)

B. In-Service Training Sessions (respond only if you have had experience with these sessions)

	1 Very Effective	2 Moderately Effective	3 Slightly Effective	4 No Effect	5 Negative Effect
1. Workshop for teacher aides (November 10, 1966)					
2. Television program on the use of teacher aides (January 26, 1967)					
3. "Culture of Poverty" television program - Dr. Metfessel and Dr. McDonaugh (February 23, 1967 and March 30, 1967)					
III. Overall success of the extended day program (respond only to those programs below that apply to your school)					
A. After school personal development program					
B. Enrichment activities					
C. Supervision of homework and individual study					
D. Communication between regular and extended day teachers relative to pupils' needs					
E. Assistance of volunteer tutors (for extended day teachers only)					

IV. Please indicate your status

☐ Classroom Teacher ☐ Resource Teacher ☐ Extended Day Teacher

V. Do you teach at Earl Warren, Lincoln, or Washington elementary schools?

______ Yes

______ No

When you have completed this questionnaire, please seal it in the attached envelope and return it, through the school district mail service, to the Planning and Research Services Office by June 9, 1967. Thank you.

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EXHIBIT D

Sacramento City Unified School District
Administration Building
Planning and Research Services Office

PRINCIPAL QUESTIONNAIRE ON THE EFFECTIVENESS OF THE COMPENSATORY EDUCATION PROGRAM

I. On the form below, please check the appropriate column to indicate your assessment of the effectiveness of the various activities of the compensatory education program. If you feel that an activity does not apply to your program, leave that item blank.

A. Effectiveness regarding the classroom instructional program	Very Effective	Moderately Effective	Slightly Effective	Not Effective
1. Reduced class size				
2. Instructional media center				
3. English as a second language				
4. Teacher aides				
5. Study trips				
6. Audiometric services				
7. Demonstration teachers				
8. In-service training sessions				
9. Resource teachers program				
10. Overall compensatory education program				
B. Effectiveness regarding positive changes in pupil attitudes, interests, and aspirations				
1. Reduced class size				
2. Instructional media center				
3. English as a second language				
4. Teacher aides				
5. Study trips				
6. Audiometric services				
7. Resource teacher program				
8. Overall compensatory education program				

(over, please)

C. Effectiveness regarding positive changes in teacher insights, skills, and sensitivity	Very Effective	Moderately Effective	Slightly Effective	Not Effective
1. Reduced class size				
2. Instructional media center				
3. Demonstration teachers				
4. In-service training sessions				
5. Resource teacher program				
6. Overall compensatory education program				

II. Please make any comments you wish regarding strengths, weaknesses, or suggestions for improvement of the above compensatory education activities.

When you have completed the questionnaire, please return it, through the school district mail service, to the Planning and Research Services Office in the attached envelope by June 9, 1967. Thank you.

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EXHIBIT E

Sacramento City Unified School District
Administration Building
Planning and Research Services Office

TEACHER QUESTIONNAIRE ON THE EFFECTIVENESS OF TEACHER AIDES

I. The support given by the teacher aide to individuals and to groups to increase opportunities for pupils to participate more effectively in specific assignments and learning tasks was . . . .

__________ A. Very helpful

__________ B. Some help

__________ C. Little help

D. Comments______________________________________

II. The clerical and managerial assistance of the teacher aide (including the preparation of materials) to enable you to work more effectively in a professional capacity in planning and providing instruction for pupils was . . .

__________ A. Very helpful

__________ B. Some help

__________ C. Little help

D. Comments______________________________________

III. Please indicate the degree to which opportunities were increased for pupil growth in the areas listed below as a result of your use of teacher aide services:

Opportunities for pupils to . . .	Greatly Increased	Somewhat Increased	Increased Slightly or not at all	Comments
assume responsibilities for specific tasks were				
work cooperatively with other children were				
use materials and equipment with ease were				
use pictures and books as sources of information were				
use adults as sources of assistance were				
improve study habits were				

(over, please)

IV. Please check the most appropriate phrase to complete the following statement:

It is my opinion that, in the future, the teacher aide program should be

A. __________ continued according to current practices

B. __________ expanded to provide more teacher aide time per teacher

C. __________ reduced to free additional support for other compensatory education programs

D. __________ eliminated to free support for other programs.

V. If you had a teacher aide last year, please answer the following.

Was the program this year an improvement over the program of last year?

A. __________ yes

B. __________ no

Please explain: ____

____

____

Indicate teaching level:

Kindergarten ☐ Primary ☐ Intermediate ☐ Resource Teacher ☐

When completed, this questionnaire should be returned through the school mail service, to the Planning and Research Services Office in the attached envelope by May 8, 1967.

EXHIBIT F

Sacramento City Unified School District
Administration Building
Planning and Research Services Office

School____________________

Grade____________________

PUPIL QUESTIONNAIRE ABOUT SCHOOL

I. I attended after-school activities

1. ☐ Often
2. ☐ Sometimes
3. ☐ Very little
4. ☐ Never

II. I received help in the after-school program in the following areas

1. ☐ General help with school work (homework)
2. ☐ Arithmetic
3. ☐ Reading
4. ☐ Social Studies
5. ☐ Personal development
6. ☐ Science
7. ☐ Art-Dramatics
8. ☐ Music
9. ☐ Hobbies/Crafts
10. ☐ Storytelling

III. I use the library during the extra time it's open (before school, during lunch, or after school)

1. ☐ Very often
2. ☐ Often
3. ☐ Very seldom

IV. Compared to last year, I used the library during the extra time it's open

1. ☐ More this year than last year
2. ☐ Less this year than last year
3. ☐ About the same as last year

(over, please)

V. I like reading

1. ☐ More than I did last year
2. ☐ Less than I did last year
3. ☐ About the same as last year

VI. I like arithmetic

1. ☐ More than I did last year
2. ☐ Less than I did last year
3. ☐ About the same as last year

VII. Indicate (X) three of the following people who have been most helpful to you when you have had problems

1. ☐ Homeroom teacher
2. ☐ School nurse
3. ☐ Principal
4. ☐ Librarian
5. ☐ Study hall teacher
6. ☐ Study hall tutor
7. ☐ Classmate or friend
8. ☐ School clerk
9. ☐ Other teachers
10. ☐ Custodian
11. ☐ Lunch period yard supervisor
12. ☐ Teacher aide

VIII. I like to go to school

1. ☐ More than I did last year
2. ☐ Less than I did last year
3. ☐ About the same as last year

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EXHIBIT G

Sacramento City Unified School District
Administration Building
Planning and Research Services Office

TEACHER QUESTIONNAIRE ON THE EFFECTIVENESS OF TEACHING ENGLISH AS A SECOND LANGUAGE

Name of Pupil______________________________

Level of Pupil

Kindergarten ☐ Primary ☐ Intermediate ☐ Junior High ☐

On the form below, please check the appropriate column to indicate your assessment of the effectiveness of the teaching of English as a second language on the above pupil.

	Great Improvement	Moderate Improvement	Slight Improvement	No Improvement
Attitude toward school				
Attitude toward other people				
Self-confidence				
Listening skills				
Speaking skills				
Reading skills				
Performance in other areas of the curriculum				
Classroom participation				
Attendance				

Teacher's role: Homeroom Teacher ☐ ESL Resource Teacher ☐

Comments ____

____

____

____

When you have completed this questionnaire, please return it, through the school mail service, to the Planning and Research Services Office in the attached envelope by May 22, 1967. Thank you.

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EXHIBIT H

Sacramento City Unified School District
Administration Building
Planning and Research Services Office

TEACHER QUESTIONNAIRE ON THE EFFECTIVENESS OF PROJECT ASPIRATION

I. Please check the appropriate column to indicate your best assessment of the effects of Project Aspiration on your integrated project and resident pupils during the 1966-67 school year: between September, 1966, and June, 1967. The integrated project pupils are those pupils assigned to your school as a result of Project Aspiration, and the resident pupils are those pupils within your previous attendance area.

	Integrated Project Pupils				Resident Pupils			
	Great Improvement	Improvement	No Effect	Negative Effect	Great Improvement	Improvement	No Effect	Negative Effect
A. ATTITUDES								
1. Attitude toward school								
2. Attitude toward school personnel								
3. Attitude toward other pupils								
4. Respect for property								
5. Self-discipline								
6. Adaptability								
B. INTEREST IN SCHOOL								
1. Interest in learning activities								
2. Work habits								
3. Participation in group discussions								
4. Attendance								
5. Discipline problems								
6. Interest in pupil activities								
C. SELF-IMAGE								
1. Self-confidence								
2. Feeling of success in school								
3. Development of goals								
4. General appearance & personal care								
5. Social adjustment								

(over, please)

II. Would you please react to the following questions, making any comments you feel would be helpful in assessing the effectiveness of Project Aspiration.

A. How have the parents of your pupils reacted to Project Aspiration?

1. Parents of the integrated project pupils.

2. Parents of the resident pupils.

B. Do you feel that Project Aspiration has been successful in raising the academic performance of the integrated project pupils?

Comments

__________ Yes

__________ No

C. Pupil interaction

1. To what degree have the integrated project pupils accepted the resident pupils as friends?

2. To what degree have the resident pupils accepted the project integrated pupils as friends?

D. What do you feel have been the most favorable aspects of Project Aspiration?

E. What do you feel have been the least favorable aspects of Project Aspiration?

F. What suggestions might you have for improving this program?

When you have completed this questionnaire, please return it, through the school district mail services, in the envelope provided to the Planning and Research Services Office by June 2, 1967.

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EXHIBIT I

Sacramento City Unified School District
Administration Building
Planning and Research Services Office

QUESTIONNAIRE FOR PARENTS OF PROJECT ASPIRATION PUPILS

Please fill out this questionnaire in terms of how Project Aspiration has affected your child named on the tag at the upper left corner. When you have marked your answers to the questions, remove your child's name tag, do not sign this form, and mail this form in the attached pre-stamped envelope. Thank you.

1. Circle the "grade" level of your child   K   1   2   3   4   5   6

Please check (✓) only one answer to questions 2 through 9.

2. How does your child feel about school?

________ a. My child likes school better this year than before.

________ b. My child likes school about the same this year as before.

________ c. My child likes school less this year than before.

3. Have you visited your child's school?

________ a. Yes, I have visited my child's school more this year than I did last year.

________ b. Yes, I have visited my child's school about as often this year as I did last year.

________ c. Yes, but I have not visited my child's school as often this year as I did last year.

________ d. No, I have not visited my child's school this year.

4. How has this program (Project Aspiration) affected your child's interest in learning?

________ a. My child is more interested in learning this year than he was before.

________ b. My child's interest in learning is about the same as it was before.

________ c. My child is less interested in learning this year than he was last year.

5. Does your child read at home?

________ a. Yes, my child reads at home more this year than before.

________ b. Yes, my child reads at home about the same this year as before.

________ c. Yes, but my child reads at home less than he did last year.

________ d. No, my child rarely ever reads at home.

6. Does your child take part in school and student activities? (school club activities, school plays or special programs, cub scouts, brownies, safety patrol, office helper, cafeteria helper, etc.)

________ a. My child has taken part in school and student activities more this year than before.

________ b. My child has taken part in school and student activities about the same this year as he did before.

________ c. My child has taken part in school and student activities less this year than he did before.

________ d. My child has not yet begun to take part in school and student activities.

(Over, please)

7. Has your child made many new friends in his new school this year?

________ a. Yes.

________ b. No.

8. How is your child's interest in his/her personal appearance compared to last year?

________ a. My child seems more interested in his/her personal appearance than before.

________ b. My child's interest in his/her personal appearance is the same this year as before.

________ c. My child seems less interested in his/her personal appearance than before.

9. How do you feel about the education your child is getting under Project Aspiration?

________ a. I feel that my child is getting a better education under Project Aspiration than before.

________ b. I feel that my child's education is about the same as it was before.

________ c. I feel that my child's education is not as good as it was before.

10. Please check the two statements below which most describe how you have been able to learn about your child's school program:

________ a. I have had personal contacts with my child's teacher (or his principal) several times during the school year.

________ b. Notices sent home from the school with my child.

________ c. My child tells me about his school.

________ d. I have discussed the school with other parents.

________ e. I have heard my child discussing his school with his/her friends.

________ f. I have heard the school program discussed at P.T.A. meetings.

________ g. ____
(Other)

11. What are some of the things you like about Project Aspiration?

12. What are some of the things you do not like about Project Aspiration? (How can these things be improved?)

EXHIBIT J

Sacramento City Unified School District
Administration Building
Planning and Research Services Office

TEACHER EVALUATION CHECKLIST ON THE INSTRUCTIONAL MEDIA PROGRAM FOR COMPENSATORY ELEMENTARY SCHOOLS

Through the instructional media program, an instructional media center was established at each compensatory school. Audio-visual library equipment and materials were placed in each center. These included tape recorders, listening centers, filmstrip projectors, viewing screens, overhead projectors, record players, a number of audio-visual materials (filmstrips, records, transparency masters, study prints, magnetic tapes), and library books.

The purpose of this form is to provide teachers in compensatory schools with the opportunity to report whether or not these centers have been helpful in their programs. On the checklist below, please indicate the extent to which you made use of each of the following during this school year.

	Often	Frequently	Never
Tape recorder			
Listening center			
Overhead projector			
Filmstrip projector			
Record player			
Audio-visual materials (filmstrips, records, study prints, etc.)			
Library books			

If you have used any of the equipment and materials in your instructional program, please respond to the evaluation form on the back of this page.

When you have completed this form, please return it to the Planning and Research Services Office in the attached envelope by April 7, 1967.

Please indicate teaching level:

Kindergarten ☐ Primary ☐ Intermediate ☐ Resource Teacher ☐

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Assessment of the Effectiveness of the Instructional Media Program

The primary goal of the instructional media program is to improve the communication skills of children. Nine objectives of this program are listed below. Please indicate the degree to which you feel the equipment and materials from this program have assisted you in meeting these objectives.

OBJECTIVES	Very helpful	Moderately Helpful	Little or no Help
To improve skills of oral communication (increased oral participation, speaks in sentences of increasing complexity, increased use of new words, improved ability to relate experiences and stories).			
To improve skills of written communication (improved choice of words, writes sentences of increasing complexity, writes stories and experiences in logical sequence with clarity)			
To increase pupil ability to listen for longer periods of time (attention span)			
To improve pupils' listening comprehension (can recall pertinent details, retell stories logically and in sequence, follow directions of increasing complexity)			
To develop pupil ability to work independently (can work with the materials and equipment with a minimum of teacher guidance and can pursue follow-up activities independently)			
To develop pupil ability to work cooperatively with others			
To develop pupil ability to use various resources in gathering information			
To motivate children to want to learn			
To help children improve their reading skills			

EXHIBIT K

Sacramento City Unified School District
Administration Building
Planning and Research Services Office
August 5, 1966

ASSESSMENT OF THE 1966 SUMMER WORKSHOP ON COMPENSATORY EDUCATION BY THE PARTICIPANTS

Please indicate the nature of your school district assignment.

__________ Teacher, Kindergarten-Primary

__________ Teacher, Upper Elementary

__________ Teacher, Junior High School

__________ Teacher, Senior High School

__________ Other (Specify)__________________

(Examples: Elem. Principal, J.H. Counselor, J.H. Dept. Head)

I. The Consultants. Which consultants were particularly effective in helping to increase your understanding of the problems faced by the disadvantaged child and/or his teacher and should be included in future workshops in this area? Please check (✓).

__________ 1 Mr. Stary Gange, "America Its Ups and Downs"

__________ 2 Mr. Wilson Riles, "Compensatory Education in California"

__________ 3 Dr. Staten Webster, "Attitudes and the Compensatory Child"

__________ 4 Dr. James Saum, "Teachers as Counselors"

__________ 5 Mr. E. E. Baumeister, "Inspirational Motivation"

__________ 6 Mr. Leno W. Lopez, "The Mexican American"

__________ 7 Dr. Ervin Jackson, "Involving Parents in the Educational Program"

__________ 8 Dr. Newton Mettfessel, "Characteristics of Children and Youth from the Culture of Poverty"

__________ 9 Dr. Paul Huber, "Dialects, Slang, and Problems of Standards"

__________ 10 Dr. Alexander I. Law, "Evaluating Tests"

__________ 11 Dr. Robert Braund, "Evaluating Tests"

__________ 12 Dr. Benjamin Sachs, "Understanding of Roles"

__________ 13 Mrs. Beatrice Krone, "Music and the Arts"

__________ 14 Mr. Astar Mitzahura, "Science Inquiry Method"

__________ 15 Mr. Ray Caldwell, "Visual Aids in Today's Learning"

__________ 16 Dr. Dorris Lee, "Language Approach"

__________ 17 Dr. Robert Whitehead, "Writing & Using Literature with Children"

__________ 18 Mrs. Beverly Ross, "Developing a Classroom Newspaper"

__________ 19 Mrs. Lynn Sechler, "Teacher Aides"

__________ 20 Mrs. Carolyn Hunter, "Teacher Aides"

II. Please list any topics in this area that were not covered, or covered inadequately, which should be included in future workshops.

1. ____

2. ____

3. ____

III. In general, how would you rate the three main daily divisions of the workshop?

	(1) Very Helpful	(2) Moderately Helpful	(3) Slightly Helpful	(4) Of Little or no Help
1. The guest speakers				
2. The demonstration lessons				
3. The material workshops				

IV. Please indicate below the degree to which this workshop has been helpful to you regarding your continued work with disadvantaged pupils.

	(1) Very Helpful	(2) Moderately Helpful	(3) Slightly Helpful	(4) Of Little or no Help
1. The workshop helped me develop more awareness of the nature of the detrimental effects of poverty and/or cultural deprivation.				
2. The workshop helped me develop more awareness that these pupils are the victims and not the creators of their circumstances.				
3. The workshop helped increase my appreciation of the role and responsibility of the public schools in promoting opportunities for self-improvement among the disadvantaged.				
4. The workshop helped increase my understandings of the problems faced by teachers working with disadvantaged children.				
5. The workshop helped increase my repertoire of techniques and materials for working with pupils.				
6. The workshop helped increase my potential to work effectively with culturally disadvantaged children.				
7. The workshop helped me discover that these children have unique problems which require that professionals who work with them have special competencies.				

V. This workshop was structured to define problems, explore ideas, study methods and techniques of instruction, and develop materials over the total field of education for the disadvantaged. Do you prefer this approach to one which would spend the entire five week session on one, two, or three relatively distinct problem areas in the field?

________ 1. Yes

________ 2. No

If no, please list those problem areas which should receive concentrated attention in future workshops.

1. ____

2. ____

VI. General Comments

____

____

EXHIBIT L

Sacramento City Unified School District
Administration Building
Planning and Research Services Office
November 9, 1966

PRINCIPAL'S EVALUATION OF THE EFFECTS OF THE SUMMER WORKSHOP ON COMPENSATORY EDUCATION

I. Have the reports which you received from the participating teachers concerning the workshop been largely favorable or unfavorable?

_________ Favorable _________ Unfavorable

A. Please note the nature of the favorable comments that have come to your attention.

B. Please note the nature of the unfavorable comments that have come to your attention.

II. Generally, are the teachers who participated in the workshop better equipped to work with disadvantaged pupils than previously in regard to the following:

	Improved	Same (Previously Satisfactory)	Same (Needs Improving)	Less Desirable
A. Attitude toward minority group pupils				
B. Attitude toward educationally disadvantaged pupils				
C. Attitude toward purposes and features of compensatory education				
D. Ability to relate the curriculum to the needs of disadvantaged pupils				
E. Preparedness in terms of teaching materials to aid in their instructional program				

III. Have the teachers who participated in the workshop in any way influenced their colleagues who did not participate in the workshop?

_________ Yes _________ No

If so, how? _________

IV. Does there seem to be any interest, generally, among your teachers in participating in a similar workshop, should one be available again next summer, . . .

A. Among teachers who did participate last summer?

_________ Yes _________ No

B. Among teachers who did not participate last summer?

_________ Yes _________ No

EXHIBIT M

Teacher Evaluation of Kindergarten-Primary Summer School Program - August, 1966

The kindergarten-primary compensatory summer school program was designed to help children maintain and extend skills and understandings through a variety of first hand and vicarious experiences involving both large and small group instruction in team teaching arrangements. On the following pages please evaluate the program in relation to

1. Overall effectiveness of the program
2. Specific aspects of the program
3. Observations of pupil growth

I. Please indicate the effectiveness of the summer program in each of the following areas.

	Very Effective	Moderately Effective	Little Effect
Overall success of the kindergarten primary summer school compensatory programs			
Success of specific aspects of the program Organization and Instruction Provision for team teaching			
Provision for cooperative planning time			
Provision for large group activities			
Provision for small group activities			
Provision for field trips			
Assistance from teacher aides			
Supportive service from nurse			
Instructional materials Kindergarten and First Year Unit The Frostig Program for the Development of Visual Perception			
School Readiness Treasure Chest - Ilg & Ames			
Getting Ready to Read McKee-Harrison			

	Very Effective	Moderately Effective	Little Effect
Primary Unit The Frostig Program for the Development of Visual Perception			
Learning New Skills in Arithmetic - Continental Press			
Mathematics Cards - Pacific Coast Publishers			
Sounds of Language Readers Bill Martin, Jr.			
Word Attack Cards - Ideals			
Curricular Guide Value of identification of expectancies according to behavioral age			
Value of relating instructional procedures and materials to the four areas: visual motor perceptual abilities, visual perceptual abilities, mathematical concepts, language skills			

II. Please evaluate pupil growth in each of the following areas

	Much Growth	Moderate Growth	Little Growth
Observations of pupil growth Ability to perform assigned tasks			
Ability to work in small groups			
Ability to work in large groups			
Ability to work independently			

EXHIBIT N

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING
1619 N STREET. P. O. BOX 2271
TELEPHONE 444-6060
SACRAMENTO, CALIFORNIA 95810

F. MELVYN LAWSON
SUPERINTENDENT OF SCHOOLS

August 12, 1966

Dear Parents:

During this summer your child has attended a Special Kindergarten-Primary Summer School Program. The Program involved small classes (about fifteen children per teacher), one teacher's aide for each teacher, new approaches to the basic subjects taught during the regular school year, special reading and mathematics materials, field trips, and the unique services of the school nurses.

We would be interested in your opinion about this program. Please answer the questions on the other side of this letter and mail it, using the return self-addressed envelope. Please do not sign the form.

Very truly yours,

Fred J. Stewart

Fred J. Stewart
Director of Summer Schools

Carl O. Wilson

Carl O. Wilson
Principal

FJS:COW:hlf

1. What has been your feeling about the Special Kindergarten-Primary Summer School?

Much value ____
Some value ____
Little value ____
No value ____

2. What has been your child's feelings about summer school?

Liked it very much ____
Liked it ____
Indifferent ____
Disliked it ____

3. Have you visited school this summer? Yes ____ No ____

4. How adequate has communication by the teachers and nurse been?

Very good ____
Good ____
Satisfactory ____
Insufficient ____

5. To what degree do you feel that small classes have contributed to any progress your child may have made at summer school?

Very much ____
Some ____
None ____

6. To what degree do you feel that the services of the teachers' aides have contributed to any progress your child may have made at summer school?

Very much ____
Some ____
None ____

7. To what degree do you feel that field trips have contributed to any progress your child may have made during the summer?

Very much ____
Some ____
None ____

EXHIBIT O

Sacramento City Unified School District
Administration Building
Planning and Research Services Office
July 24, 1967

PARTICIPANT QUESTIONNAIRE ON THE 1967 SUMMER INSTITUTE FOR COMPENSATORY EDUCATION PERSONNEL

Please indicate the nature of your school district assignment.

_________ Teacher, Kindergarten-Primary
_________ Teacher, Upper Elementary
_________ Teacher, Junior High School
_________ Teacher, Senior High School
_________ Other (Specify)_________________
(Examples: Elem. Principal, J.H. Counselor, J.H. Dept. Head)

I. Please indicate below the degree to which this institute has been helpful to you regarding your continued work with disadvantaged pupils.

	(1) Very Helpful	(2) Moderately Helpful	(3) Slightly Helpful	(4) Of Little or no Help
1. The institute helped me develop more awareness of the nature of the detrimental effects of poverty and/or cultural deprivation.				
2. The institute helped me develop more awareness that these pupils are the victims and not the creators of their circumstances.				
3. The institute helped increase my appreciation of the role and responsibility of the public schools in promoting opportunities for self-improvement among the disadvantaged.				
4. The institute helped increase my understandings of the problems faced by teachers working with disadvantaged children.				
5. The institute helped increase my repertoire of techniques and materials for working with pupils.				
6. The institute helped increase my potential to work effectively with culturally disadvantaged children.				
7. The institute helped me discover that these children have unique problems which require that professionals who work with them have special competencies.				
8. The institute helped prepare me so that I might assist other teachers in their work with compensatory education pupils.				

(Over, please)

EXHIBIT O

Sacramento City Unified School District
Administration Building
Planning and Research Services Office
July 24, 1967

PARTICIPANT QUESTIONNAIRE ON THE 1967 SUMMER INSTITUTE FOR COMPENSATORY EDUCATION PERSONNEL

Please indicate the nature of your school district assignment.

__________ Teacher, Kindergarten-Primary
__________ Teacher, Upper Elementary
__________ Teacher, Junior High School
__________ Teacher, Senior High School
__________ Other (Specify)____________________
(Examples: Elem. Principal, J.H. Counselor, J.H. Dept. Head)

I. Please indicate below the degree to which this institute has been helpful to you regarding your continued work with disadvantaged pupils.

	(1) Very Helpful	(2) Moderately Helpful	(3) Slightly Helpful	(4) Of Little or no Help
1. The institute helped me develop more awareness of the nature of the detrimental effects of poverty and/or cultural deprivation.				
2. The institute helped me develop more awareness that these pupils are the victims and not the creators of their circumstances.				
3. The institute helped increase my appreciation of the role and responsibility of the public schools in promoting opportunities for self-improvement among the disadvantaged.				
4. The institute helped increase my understandings of the problems faced by teachers working with disadvantaged children.				
5. The institute helped increase my repertoire of techniques and materials for working with pupils.				
6. The institute helped increase my potential to work effectively with culturally disadvantaged children.				
7. The institute helped me discover that these children have unique problems which require that professionals who work with them have special competencies.				
8. The institute helped prepare me so that I might assist other teachers in their work with compensatory education pupils.				

(Over, please)

II. In general, how would you rate the four main daily divisions of the institute?

	(1) Very Helpful	(2) Moderately Helpful	(3) Slightly Helpful	(4) Of Little or no Help
1. The guest speakers in the area of attitudes				
2. The guest speakers in the area of instruction				
3. The demonstration and discussion periods				
4. The material workshops				

III. This institute was structured to define problems, explore ideas, study methods and techniques of instruction, and develop materials over the total field of education for the disadvantaged. Do you prefer this approach to one which would spend the entire five week session on one, two, or three relatively distinct problem areas in the field?

__________ 1. Yes

__________ 2. No

If no, please list those problem areas which should receive concentrated attention in future institutes.

1.____

2.____

IV. Please list any topics in the compensatory education area that were not covered, or covered inadequately, which should be included in future institutes.

1.____

2.____

3.____

V. General Comments

____

____

____

____

____

____

Summer, 1967

ORGANIZATION AND INTERPRETATION OF THE REPORT

I. Organization of the Report

A. Introductory Section (Part I)

This page concludes the introductory section of this report. The preceding pages contain general information on the compensatory education programs conducted in the Sacramento City Unified School District and the instruments used in attempting to assess the effects of those programs.

B. Activity Reports (Part II)

The reports on the individual activities are organized according to three areas:

1. Language Arts Development and Remediation in Reading (Area I)

   This section contains reports on those activities dealing with the general classroom program in the compensatory schools, with particular emphasis on the language arts and reading programs.

   The activity reports in this area are preceded by a "General Evaluation of Area I Activities." This general evaluation reports upon those findings which could not be uniquely attributed to a single activity, but which were probably the result of the entire compensatory program: changes in pupil attitudes, attendance, standardized test results, report card grades, and general opinions gained by means of questionnaires.

2. Provisions for Equal Educational Opportunity through Extended Services (Area II)

   This section contains reports on those E.S.E.A. activities which were relatively unique or special and could not be considered merely extensions of the usual school program. Local programs to attack the problems of de facto segregation, to provide extra assistance to institutionalized children, to identify pupils with hearing problems, and to provide summer school programs for disadvantaged children are reported upon in this section

3. Professional Growth, In-Service Training and Curriculum Development (Area III)

   This section deals with those E.S.E.A. activities designed to assist the professional staff of the district to become better oriented to the needs of disadvantaged children and better prepared to meet those needs.

C. Appendix

This section contains completed copies of the E.S.E.A. report forms prescribed by the California State Department of Education.

II. Interpretation of the Report

Activities financed by local, Elementary and Secondary Education Act (E.S.E.A), and Economic Opportunity Act (E.O.A.) funds have been designed to complement one another in providing a total program of compensatory education for the disadvantaged pupils in the Sacramento City Unified School District. However, the number of activities realized makes it extremely difficult to assess the effects that any individual activity has had upon the pupils concerned. Thus, the evaluation of a single activity should include consideration of the data presented in the general evaluation section and in the other activity reports. In addition, the total program of compensatory education must be evaluated in its entirety -- it must include consideration of the results reported under the individual activities plus the data having general significance.

PART II

PROJECT/ACTIVITY REPORTS

AREA I ACTIVITIES

LANGUAGE ARTS ACTIVITIES

AND

REMEDIATION IN READING

General Evaluation of Area I Activities (Language Development and Remediation in Reading)

I. Introductory Statements

Each activity under Area I is to be treated separately in subsequent sections of this report. Most of these activities were a part of the elementary school compensatory education provided by the Sacramento City Unified School District. Some of the activities provided specialized services for selected pupils in the district's compensatory schools. In doing so, they also affected the total programs of the schools involved and indirectly influenced the education of all pupils. Other activities were designed to affect all pupils directly.

It would have been extremely difficult, if not impossible, to determine the exact contribution each activity made to individual pupils in such terms as achievement levels and attitudes unless some schools or pupils were denied some activities or similar controls were established. This was not only educationally undesirable, but was not permitted under the guidelines established for Title I activities. Consequently, certain evaluation procedures involved data which could not be related to specific activities but had to be considered generally in terms of the total program. These data are considered in this section of the report.

II. General Evaluation Strategy

A. Overall pupil progress

Standardized group tests of achievement in reading, arithmetic, and language (California Achievement Test - Form W) were employed to assess general pupil progress. These tests were administered on a pre and post-test basis to all fourth, fifth, and sixth grade pupils in the thirteen public compensatory elementary schools. The pre test was administered during May, 1966, when these pupils were in grades three, four, and five, and the post test was administered in May, 1967, when the pupils were in grades four, five, and six. The data resulting from these tests provided measurements of the general impact of the total compensatory program on the ability and achievement levels of all upper grade pupils in the public schools concerned.

B. A random sample of approximately 10% of the pupils in grades one through six of the thirteen schools was selected for evaluation activities regarding the following areas.

1. Pupil attitudes

The pupils' homeroom teachers were asked to complete attitude inventories for each of these pupils. The attitude inventory was designed to estimate any changes realized in the pupils' attitudes toward themselves, others, reading and school in general. (Exhibit A)

2. Pupil attendance

   Attendance data for these pupils were collected for the first three quarters of the 1965-66 school year and the 1966-67 school year. These data were collected for comparative purposes to determine if the total compensatory education program had influenced school attendance patterns.

3. Parent opinions

   Questionnaires were mailed to the parents of these pupils in order to obtain their evaluation of the compensatory education program. (Exhibit B)

C. Report card grades

Report card grades received by pupils in grades four, five and six in April of 1966 and April of 1967 in reading and arithmetic were collected for comparative purposes from six of the thirteen public compensatory elementary schools. Comparable data in terms of report card grades were limited to the above sample for the following reasons.

1. All of the 13 compensatory elementary schools are now organized on a nongraded plan in the primary segment. Six of the schools also are nongraded in the intermediate segment. This nongraded plan of organization involves a philosophy of pupil evaluation that is substantially different from that of the graded plan these schools followed the previous year. Thus, report card grades for the two school years involved here were not comparable for six of the thirteen compensatory schools.

2. One of the seven remaining compensatory schools, still graded in the intermediate segment, experienced a change in administration which produced a change in pupil evaluation philosophy at that school. The report card data from this school were considered to be not comparable in light of this change.

D. Pupil opinions

The pupils from one fifth or sixth grade class at each of the thirteen public schools were to complete a questionnaire designed to assess any changes in their feelings about school. (Exhibit F)

E. Teacher opinions

All regular teachers for kindergarten through grade six and resource teachers in the thirteen public and three non-public compensatory elementary schools were asked to complete a questionnaire designed to assess the total program of compensatory education. (Exhibit C)

F. Principal opinions

A questionnaire was employed to provide for an evaluation by principals of the various activities and an overall evaluation of the compensatory education program. (Exhibit D)

III. Findings

A. Overall pupil progress (standardized test results)

1. Tests employed

a. Pre-tests

The pre-tests for this general evaluation were accomplished in late May of 1966 as the pupils in the compensatory schools were completing grades 1, 2, 3, 4, and 5.

b. Post-tests

The post-tests were accomplished one year later, in late May of 1967, as these pupils were completing grades 2, 3, 4, 5, and 6.

c. Tests employed

The tests used each year were as follows:

(1) Grade 1: Form W, Primary I, Stanford Reading Test (SAT) -- state mandated testing.

(2) Grade 2: Form W, Primary II, Stanford Reading Test (SAT) -- state mandated testing.

(3) Grade 3 (pre-test for grade 4 pupils): Form W, Upper Primary, California Achievement Tests in Reading, Arithmetic, and Language (CAT) -- state mandated testing.

(4) Grade 3 (post-test for grade 3 pupils): Form X, Primary II, Stanford Reading Test (SAT) -- state mandated testing.

(5) Grades 4, 5, and 6: Form W, Elementary, California Achievement Tests in Reading, Arithmetic, and Language (CAT) -- special testing.

2. Nature of the sample

All the pupils in the 13 public compensatory schools were tested according to the above schedule. However, only those pupils who were enrolled and available for both the pre and the post-tests were included in the sample reported upon here. The numbers of pupils for whom both pre and post-test data were available follow:

AREA I -- TABLE I

DISTRIBUTION OF PRE AND POST TEST RESULTS FOR PUPILS OF COMPENSATORY SCHOOLS IN GRADES 2 AND 3 STANFORD ACHIEVEMENT TEST -- TOTAL READING

Grade Equivalent Range	Grade 2		Grade 3	
	Pre	Post	Pre	Post
1.0-1.2	12	2	4	
1.3-1.5	162	14	20	2
1.6-1.8	156	97	81	22
1.9-2.1	34	98	91	40
2.2-2.4	10	38	45	26
2.5-2.7	9	43	58	63
2.8-3.0	1	41	41	58
3.1-3.3		23	16	50
3.4-3.6		15	6	51
3.7-3.9		8	6	21
4.0-4.2	1	3	3	15
4.3-4.5		2		9
4.6-4.8		2		3
4.9-5.1		1		4
5.2-5.4			1	2
5.5-5.7				1
5.8-6.0				1
6.1-6.3				
6.4-6.6				
6.7-6.9				2
7.0-7.2				
7.3-7.5		1		
7.6-7.8				
Number of Pupils	385	388	372	370
%ile Rank of Mean	16	23	20	16
Mean G.E.	1.6	2.3	2.2	2.9

grade 2 -- 388
grade 3 -- 372
grade 4 -- 452
grade 5 -- 370
grade 6 -- 332

Total -- 1,914

It should be noted that all 1,914 pupils in the pre and post-test sample did not complete all the tests. A few pupils at each grade level were absent during portions of the pre and/or post testing periods and were unable to complete both batteries on both occasions. This explains why there may be small differences in the sizes of the samples on the various tests and subtests.

3. Treatment of the data

   a. Pupil raw scores on the tests were converted to grade equivalent scores by means of the publishers' norm tables.

   b. The resulting grade equivalent scores were arranged in frequency distributions.

   c. These frequency distributions are presented in tables I through IV with the grade equivalent and percentile rank of the mean score.

4. Results

   a. Reading achievement

      (1) The second and third grade pupils in the sample (Table I) each made approximately the same amount of growth, as measured by the Stanford reading tests, during the year (0.7 of a grade level).

      (2) At the intermediate level (Table II) the 4th grade pupils made better progress than did the 5th and 6th grade pupils. The 6th grade pupils made the least gains. These findings were very similar to those resulting from the pre and post testing conducted in connection with the E.S.E.A. report the previous year (1965-66).

   b. Arithmetic achievement (Table III)

      (1) The pre test data indicate these pupils were not as far behind in arithmetic as they had been in reading.

      (2) Again, the 4th grade pupils made the greatest gains during the year. Their average gains were in excess of one full grade equivalent score. The 5th grade pupils made, on the average, the smallest gains.

DISTRIBUTION OF PRE AND POST TEST RESULTS BY GRADE EQUIVALENT RANK OF SCORES FOR PUPILS OF COMPENSATORY SCHOOLS IN GRADES FOUR, FIVE AND SIX CALIFORNIA ACHIEVEMENT TEST (READING)

A. READING VOCABULARY SUBTEST

Grade Equivalent Range	Grade 4		Grade 5		Grade 6	
	Pre	Post	Pre	Post	Pre	Post
1.0-1.2						
1.3-1.5	4					
1.6-1.8	3					
1.9-2.1	7	23	12	5	4	
2.2-2.4	18	8	5	4	2	
2.5-2.7	26	17	12	3	2	3
2.8-3.0	36	18	14	7	8	1
3.1-3.3	69	23	20	4	10	1
3.4-3.6	64	48	17	19	9	5
3.7-3.9	98	43	41	22	28	9
4.0-4.2	52	32	28	17	15	13
4.3-4.5	26	40	22	31	20	19
4.6-4.8	41	36	37	35	24	28
4.9-5.1	8	48	54	48	51	38
5.2-5.4		21	33	23	21	28
5.5-5.7		34	31	47	31	34
5.8-6.0		16	12	29	27	23
6.1-6.3		8	10	9	13	19
6.4-6.6		17	9	23	18	22
6.7-6.9		5	3	13	17	27
7.0-7.2		5	3	6	10	15
7.3-7.5		4	5	13	11	24
7.6-7.8				6	2	7
7.9-8.1		1	1	4	4	9
8.2-8.4						
8.5-8.7				1	1	5
8.8-9.0				1	1	1
9.1-9.3						
9.4-9.6						
9.7-9.9						
10.0-						
Number of Pupils	452	447	369	370	330	331
%ile Rank of Mean	38	38	46	31	31	16
Mean G.E.	3.6	4.4	4.6	5.0	5.0	5.5

B. READING COMPREHENSION SUBTEST

Grade Equivalent Range	Grade 4		Grade 5		Grade 6	
	Pre	Post	Pre	Post	Pre	Post
1.0-1.2						
1.3-1.5	4					
1.6-1.8	4					
1.9-2.1	8	3	2		3	
2.2-2.4	23	4	2		2	
2.5-2.7	35	19	13	4	2	
2.8-3.0	28	20	19	3	7	3
3.1-3.3	46	41	21	11	11	2
3.4-3.6	96	47	42	27	21	7
3.7-3.9	83	28	35	16	17	13
4.0-4.2	72	41	28	25	16	9
4.3-4.5	40	24	36	30	21	13
4.6-4.8	11	35	20	27	33	20
4.9-5.1	2	43	34	25	29	29
5.2-5.4		34	26	37	33	31
5.5-5.7		19	21	29	29	33
5.8-6.0		22	15	26	22	28
6.1-6.3		15	13	18	14	15
6.4-6.6		24	18	33	27	37
6.7-6.9		16	12	20	17	27
7.0-7.2		7	3	9	7	15
7.3-7.5		2	4	12	8	14
7.6-7.8		2	3	10	3	17
7.9-8.1				1	6	7
8.2-8.4				1	1	5
8.5-8.7			1	4		3
8.8-9.0		1	1	1		3
9.1-9.3				1	1	1
9.4-9.6						
9.7-9.9						
10.0-						
Number of Pupils	452	447	369	370	330	332
%ile Rank of Mean	34	38	42	34	31	24
Mean G.E.	3.5	4.5	4.6	5.3	5.1	5.8

C. TOTAL READING TEST

Grade Equivalent Range	Grade 4		Grade 5		Grade 6	
	Pre	Post	Pre	Post	Pre	Post
1.0-1.2						
1.3-1.5	4					
1.6-1.8	2					
1.9-2.1	9	4	2		2	
2.2-2.4	20	6	3		2	
2.5-2.7	23	6	7	4	1	
2.8-3.0	37	18	8	1	3	
3.1-3.3	67	37	31	8	8	1
3.4-3.6	68	46	25	15	21	7
3.7-3.9	91	42	39	25	18	6
4.0-4.2	64	37	35	28	10	15
4.3-4.5	49	37	32	26	30	15
4.6-4.8	18	41	35	38	28	17
4.9-5.1		47	35	27	35	36
5.2-5.4		28	36	36	39	37
5.5-5.7		17	20	34	25	26
5.8-6.0		26	14	27	27	29
6.1-6.3		22	19	23	16	29
6.4-6.6		8	11	28	19	23
6.7-6.9		16	8	15	18	16
7.0-7.2		3	5	13	14	26
7.3-7.5		2	1	6	3	20
7.6-7.8		2	1	7	8	14
7.9-8.1			1	5		8
8.2-8.4		1	1	1	2	2
8.5-8.7				2		2
8.8-9.0				1		2
9.1-9.3					1	
9.4-9.6						
9.7-9.9						
10.0-						
Number of Pupils	452	446	369	370	330	331
%ile Rank of Mean	34	42	42	34	31	21
Mean G.E.	3.5	4.5	4.6	5.2	5.2	5.8

AREA I -- TABLE III

DISTRIBUTION OF PRE AND POST TEST RESULTS BY GRADE EQUIVALENT RANK OF SCORES FOR PUPILS OF COMPENSATORY SCHOOLS IN GRADES FOUR, FIVE AND SIX CALIFORNIA ACHIEVEMENT TEST (ARITHMETIC)

A. ARITHMETIC REASONING SUBTEST

Grade Equivalent Range	Grade 4		Grade 5		Grade 6	
	Pre	Post	Pre	Post	Pre	Post
1.0-1.2	4					
1.3-1.5	1					
1.6-1.8	10					
1.9-2.1	11				2	
2.2-2.4	7	1	1			
2.5-2.7	25	7	10	3	4	
2.8-3.0	44	9		1	1	1
3.1-3.3	41	10	5	1	1	
3.4-3.6	52	20	13	3	6	
3.7-3.9	89	29	25	5	4	3
4.0-4.2	116	39	32	22	22	10
4.3-4.5	44	36	27	15	13	10
4.6-4.8	8	59	43	41	46	16
4.9-5.1		59	58	49	44	34
5.2-5.4		45	44	39	28	29
5.5-5.7		19	23	28	18	16
5.8-6.0		41	28	48	47	47
6.1-6.3		30	33	42	38	41
6.4-6.6		30	16	26	30	44
6.7-6.9		9	10	21	10	38
7.0-7.2		6	1	13	16	22
7.3-7.5			1	8	1	14
7.6-7.8				3	1	4
7.9-8.1				2		3
8.2-8.4						
8.5-8.7						
8.8-9.0						
9.1-9.3						
9.4-9.6						
9.7-9.9						
10.0-						
Number of Pupils	452	449	370	370	332	332
%ile Rank of Mean	50	58	58	34	31	21
Mean G.E.	3.7	4.9	4.9	5.4	5.3	6.0

B. ARITHMETIC FUNDAMENTALS SUBTEST

Grade Equivalent Range	Grade 4		Grade 5		Grade 6	
	Pre	Post	Pre	Post	Pre	Post
1.0-1.2	2					
1.3-1.5	2					
1.6-1.8						
1.9-2.1	3				1	
2.2-2.4	7	1				
2.5-2.7	9			1		
2.8-3.0	28	3	4			
3.1-3.3	50	7	11	1	1	
3.4-3.6	48	10	10	1	2	2
3.7-3.9	39	38	31	6	4	2
4.0-4.2	76	31	29	12	6	3
4.3-4.5	49	64	47	35	21	9
4.6-4.8	97	45	33	28	25	15
4.9-5.1	42	70	58	47	41	26
5.2-5.4		86	63	54	71	36
5.5-5.7		50	38	57	43	23
5.8-6.0		18	21	33	39	43
6.1-6.3		10	14	30	36	27
6.4-6.6		8	4	15	24	26
6.7-6.9		5	4	21	12	38
7.0-7.2		3	2	10	4	10
7.3-7.5		1		12	1	23
7.6-7.8				1		19
7.9-8.1				4		9
8.2-8.4				1		12
8.5-8.7						4
8.8-9.0						2
9.1-9.3						1
9.4-9.6						
9.7-9.9			1			
10.0-						
Number of Pupils	452	450	370	369	331	330
%ile Rank of Mean	62	66	66	38	38	27
Mean G.E.	3.9	5.0	5.0	5.5	5.5	6.3

C. TOTAL ARITHMETIC TEST

Grade Equivalent Range	Grade 4		Grade 5		Grade 6	
	Pre	Post	Pre	Post	Pre	Post
1.0-1.2	2					
1.3-1.5	1					
1.6-1.8	1					
1.9-2.1	4				1	
2.2-2.4	6	1				
2.5-2.7	12		1			
2.8-3.0	38	1	1			
3.1-3.3	28	3	5	2	1	
3.4-3.6	61	14	7	3	1	
3.7-3.9	83	20	21	2	2	2
4.0-4.2	84	46	35	7	14	1
4.3-4.5	86	46	32	23	15	13
4.6-4.8	42	62	48	34	28	8
4.9-5.1	4	56	49	39	40	19
5.2-5.4		66	60	58	48	29
5.5-5.7		58	43	53	45	39
5.8-6.0		34	34	46	40	41
6.1-6.3		21	21	30	47	34
6.4-6.6		8	5	27	25	34
6.7-6.9		8	5	17	18	32
7.0-7.2		4	1	10	5	23
7.3-7.5			1	13		16
7.6-7.8				1	1	22
7.9-8.1				4		14
8.2-8.4						3
8.5-8.7						
8.8-9.0			1			
9.1-9.3						
9.4-9.6						
9.7-9.9						
10.0-						
Number of Pupils	452	448	370	369	331	330
%ile Rank of Mean	58	58	58	38	34	24
Mean G.E.	3.8	5.0	5.0	5.6	5.6	6.3

Again, these findings were very similar to those resulting from similar considerations regarding the 1965-66 compensatory education program.

c. Language achievement (Table IV)

(1) The pre-test data indicated these pupils were a little further behind in language than they were in reading.

(2) The 4th grade pupils progressed approximately one year in terms of the CAT language subtest pre and post-test data. Again, the 4th grade pupils made larger gains than did the 5th and 6th grade pupils.

d. Summary of achievement test results

(1) The pre-test data indicated that language and reading were the curricular areas of greatest need for these compensatory education pupils. These were the areas the compensatory education activities described in this report primarily were designed to serve.

(2) The data also indicated that the fourth grade pupils, as a group, made the best gains in all areas during the school year.

B. 10% sample

The public compensatory elementary schools enrolled approximately 4,100 pupils in grades one through six. The ten per cent sample actually included 394 pupils. The transiency rate in these schools is relatively high, and several pupils in the original sample moved between the time the identification of the sample was made and the time the data were actually collected in the schools. In addition, some of the pupils were not enrolled in the district during the 1965-66 school year, and comparative attendance data for these pupils were not available for the 1965-66 and 1966-67 school years.

1. Pupil interests and attitudes

a. Homeroom teachers returned forms concerned with the interests and attitudes of 361 pupils. (See Exhibit A) The teacher judgments received on these forms are summarized in Table V by segment and for the total group. The teachers' judgments were in terms of a five-point scale regarding change realized. Each response was assigned a rank-value as indicated in the table. In this way, a composite average teacher rating was derived regarding each of the areas of interest or attitude covered on the form. This procedure facilitated interpretation of the results. In summary, Table V shows the following:

AREA I -- TABLE IV

DISTRIBUTION OF PRE AND POST TEST RESULTS BY GRADE EQUIVALENT RANK OF SCORES FOR PUPILS OF COMPENSATORY SCHOOLS IN GRADES FOUR, FIVE AND SIX CALIFORNIA ACHIEVEMENT TEST (LANGUAGE)

A. MECHANICS OF ENGLISH SUBTEST

Grade Equivalent Range	Grade 4		Grade 5		Grade 6	
	Pre	Post	Pre	Post	Pre	Post
1.0-1.2	2					
1.3-1.5	4					
1.6-1.8	7					
1.9-2.1	10	1	1		1	
2.2-2.4	21	5	4			
2.5-2.7	27	5	7	2		
2.8-3.0	20	16	9	4	2	
3.1-3.3	29	29	14	10	9	1
3.4-3.6	52	42	28	14	16	7
3.7-3.9	180	52	45	26	13	10
4.0-4.2	64	49	34	22	27	16
4.3-4.5	24	37	28	22	21	17
4.6-4.8	8	46	37	31	30	21
4.9-5.1	4	28	21	15	18	15
5.2-5.4		31	23	28	33	31
5.5-5.7		24	34	31	36	37
5.8-6.0		21	16	25	28	27
6.1-6.3		12	14	20	17	19
6.4-6.6		25	16	39	20	30
6.7-6.9		6	13	16	18	21
7.0-7.2		11	11	25	15	31
7.3-7.5		6	7	15	9	14
7.6-7.8		6	5	11	10	20
7.9-8.1			2	11	4	8
8.2-8.4				1	3	3
8.5-8.7			1	1		1
8.8-9.0						1
9.1-9.3						
9.4-9.6						
9.7-9.9						
10.0-						
Number of Pupils	452	452	370	369	330	330
%ile Rank of Mean	54	42	50	38	34	18
Mean G.E.	3.8	4.6	4.8	5.4	5.3	5.8

B. SPELLING SUBTEST

Grade Equivalent Range	Grade 4		Grade 5		Grade 6	
	Pre	Post	Pre	Post	Pre	Post
1.0-1.2	7					
1.3-1.5	5					
1.6-1.8	11					
1.9-2.1	19	37	32	5	7	6
2.2-2.4	73	22	9	3	8	
2.5-2.7	28					
2.8-3.0	25	21	14	11		4
3.1-3.3	62	35	15	8	8	2
3.4-3.6	27	21	12	16	10	10
3.7-3.9	57	26	20	14	13	10
4.0-4.2	65	50	44	24	24	18
4.3-4.5	46	29	23	22	18	9
4.6-4.8	19	46	41	38	38	25
4.9-5.1	8	28	24	12	23	22
5.2-5.4		44	46	49	44	30
5.5-5.7		11	21	28	21	24
5.8-6.0		18	15	29	17	24
6.1-6.3		15	15	20	29	26
6.4-6.6		11	12	19	18	27
6.7-6.9		6	9	21	14	20
7.0-7.2		15	8	16	13	26
7.3-7.5						
7.6-7.8		5	5	17	8	21
7.9-8.1						
8.2-8.4		5	2	8	9	14
8.5-8.7		2	1	5	6	6
8.8-9.0						
9.1-9.3				3	2	3
9.4-9.6						
9.7-9.9		1		1		3
10.0-						
Number of Pupils	452	448	368	369	330	330
%ile Rank of Mean	31	38	42	38	38	31
Mean G.E.	3.3	4.4	4.6	5.2	5.2	5.7

C. TOTAL LANGUAGE TEST

Grade Equivalent Range	Grade 4		Grade 5		Grade 6	
	Pre	Post	Pre	Post	Pre	Post
1.0-1.2	2					
1.3-1.5	3					
1.6-1.8	6					
1.9-2.1	4	2	2			
2.2-2.4	29	3	4		1	
2.5-2.7	28	4	3	1		
2.8-3.0	35	10	7	2	1	
3.1-3.3	27	25	11	5	7	
3.4-3.6	66	31	24	11	12	
3.7-3.9	134	57	34	25	13	15
4.0-4.2	77	39	34	17	16	13
4.3-4.5	29	54	45	33	35	18
4.6-4.8	9	57	40	35	33	20
4.9-5.1	3	35	34	25	28	35
5.2-5.4		37	30	33	37	32
5.5-5.7		33	35	43	43	44
5.8-6.0		16	16	37	30	27
6.1-6.3		20	24	36	26	47
6.4-6.6		14	9	26	17	21
6.7-6.9		3	8	15	15	21
7.0-7.2		7	7	15	12	20
7.3-7.5				6	1	13
7.6-7.8				3	3	
7.9-8.1		1	1			3
8.2-8.4				1		1
8.5-8.7						
8.8-9.0						
9.1-9.3						
9.4-9.6						
9.7-9.9						
10.0-						
Number of Pupils	452	448	368	369	330	330
%ile Rank of Mean	50	42	46	31	27	16
Mean G.E.	3.7	4.6	4.7	5.3	5.2	5.6

(1) The pupils generally showed improvement in their interests and attitudes with the pupils in the primary segment showing a slightly higher degree of improvement.

(2) Interest in reading and attitude toward school were the areas of most notable improvement for both the primary and intermediate segment pupils.

(3) Self-discipline, dependability and respect for property were the areas of least improvement for both segments. However, the average teacher ratings for these areas do indicate some improvement.

b. The same form was used at the end of the 1964-65 and 1965-66 school years. The average teacher ratings for these years are included in Table V-C. Examination of these data reveals the following:

(1) The average teacher ratings have increased each year in all areas except interest in reading. The rating in this area dropped slightly from 1965 to 1966, but increased in 1967 to exceed the 1965 rating.

(2) The greatest improvements in average teacher ratings from 1965 to 1967 were in the areas of respect for property, adaptability, and self-discipline.

(3) The smallest improvement in average teacher rating from 1965 to 1967 was in the area of interest in reading. However, this area received the highest teacher rating each year.

2. Pupil attendance

The attendance records of the pupils in the 10% sample for the first three quarters of the 1966-67 school year were compared with similar records available for these pupils for the 1965-66 school year. Full year attendance data, including the fourth quarter, were not gathered for these pupils because of the difficulty in collecting such data during or after school closing activities.

The number of days that a pupil is in attendance in school is meaningful only when compared to the number of days the pupil was enrolled in school. Since all of the pupils were not enrolled in the compensatory schools for the same number of days, it is necessary to report in terms of rates of attendance rather than number of days in attendance. The rate of attendance for each pupil was expressed as a percentage determined by dividing the number of days the pupil attended by the number of days the pupil was enrolled.

AREA I -- TABLE V

NUMBER AND PER CENT OF TEACHER RESPONSES BY SEGMENT AND TOTAL GROUP CONCERNING TEACHER EVALUATION OF PUPIL INTEREST AND ATTITUDE

A. PRIMARY SEGMENT

	Number of Pupils Involved (Total 195)	Great Improvement (Rank 4)		Moderate Improvement (Rank 3)		Slight Improvement (Rank 2)		No Effect (Rank 1)		Negative Effect (Rank 0)		1967 Average Teacher Rating (Max. of 4)
		No.	%	No.	%	No.	%	No.	%	No.	%	
Interest in reading	191	53	27.8	85	44.5	48	25.1	1	0.5	4	2.1	3.0
Use of free time in school for reading	188	46	24.5	63	33.5	59	31.4	11	5.8	9	4.8	2.7
Contribution to group discussions	186	43	23.1	66	35.5	64	34.4	5	2.7	8	4.3	2.7
Respect for property	188	31	16.5	68	36.2	63	33.5	2	1.0	24	12.8	2.5
Work habits	188	42	22.3	72	38.3	55	29.3	7	3.7	12	6.4	2.7
Adaptability	185	28	15.1	76	41.1	64	34.6	2	1.1	15	8.1	2.6
Dependability	187	34	18.2	71	38.0	53	28.3	9	4.8	20	10.7	2.5
Alertness and Responsiveness	188	44	23.4	62	33.0	64	34.1	5	2.6	13	6.9	2.7
Self-confidence	187	44	23.5	66	35.3	58	31.0	6	3.2	13	7.0	2.7
Self-discipline	186	30	16.1	66	35.5	55	29.6	14	7.5	21	11.3	2.4
Attitude toward other pupils	188	28	14.9	77	41.0	59	31.4	4	2.1	20	10.6	2.6
Attitude toward school	188	43	22.9	78	41.5	49	26.1	2	1.0	16	8.5	2.8
Total	2250	466	20.7	850	37.8	691	30.7	68	3.0	175	7.8	2.7

B. INTERMEDIATE SEGMENT

Number of Pupils Involved (Total 166)	Great Improvement (Rank 4)		Moderate Improvement (Rank 3)		Slight Improvement (Rank 2)		No Effect (Rank 1)		Negative Effect (Rank 0)		1967 Average Teacher Rating (Max. of 4)
	No.	%	No.	%	No.	%	No.	%	No.	%	
165	35	21.2	61	37.0	48	29.0	4	2.5	17	10.3	2.6
159	25	15.7	54	34.0	54	34.0	9	5.6	17	10.7	2.4
164	20	12.2	57	34.8	67	40.9	5	3.0	15	9.1	2.4
163	24	14.7	45	27.6	54	33.1	5	3.1	35	21.5	2.3
166	17	10.2	61	36.8	66	39.8	6	3.6	16	9.6	2.4
165	22	13.3	61	37.0	51	30.9	3	1.8	28	17.0	2.4
165	25	15.2	49	29.7	58	35.2	9	5.4	24	14.5	2.3
165	19	11.5	60	36.4	55	33.3	9	5.5	22	13.3	2.4
164	26	15.9	63	38.4	52	31.7	5	3.0	18	11.0	2.5
163	22	13.5	50	30.7	56	34.3	13	8.0	22	13.5	2.3
163	25	15.3	55	33.7	50	30.7	12	7.4	21	12.9	2.4
166	32	19.3	65	39.2	43	25.9	8	4.8	18	10.8	2.6
1968	292	14.8	681	34.6	654	33.2	88	4.5	253	12.9	2.4

C. TOTAL GROUP

	Number of Pupils Involved (Total 361)	Great Improvement (Rank 4)		Moderate Improvement (Rank 3)		Slight Improvement (Rank 2)		No Effect (Rank 1)		Negative Effect (Rank 0)		1967 Average Teacher Rating (Max. of 4)	1966 Average Teacher Rating (Max. of 4)	1965 Average Teacher Rating (Max. of 4)
		No.	%	No.	%	No.	%	No.	%	No.	%			
Interest in reading	356	88	24.7	146	41.0	96	27.0	5	1.4	21	5.9	2.8	2.5	2.6
Use of free time in school for reading	347	71	20.4	117	33.7	113	32.6	20	5.8	26	7.5	2.6	2.3	2.1
Contribution to group discussions	350	63	18.0	123	35.1	131	37.4	10	2.9	23	6.6	2.6	2.3	2.1
Respect for property	351	55	15.7	113	32.2	117	33.3	7	2.0	59	16.8	2.4	2.0	1.7
Work habits	354	59	16.6	133	37.6	121	34.2	13	3.7	28	7.9	2.6	2.3	2.1
Adaptability	350	50	14.3	137	39.1	115	32.9	5	1.4	43	12.3	2.5	2.2	1.9
Dependability	352	59	16.8	120	34.1	111	31.5	18	5.1	44	12.5	2.4	2.2	1.9
Alertness and Responsiveness	353	63	17.8	122	34.6	119	33.7	14	4.0	35	9.9	2.5	2.3	2.1
Self-confidence	351	70	20.0	129	36.8	110	31.3	11	3.1	31	8.8	2.6	2.4	2.3
Self-discipline	349	52	15.0	116	33.2	111	31.8	27	7.7	43	12.3	2.4	2.1	1.8
Attitude toward other pupils	351	53	15.1	132	37.6	109	31.0	16	4.6	41	11.7	2.4	2.2	1.9
Attitude toward school	354	75	21.2	143	40.4	92	26.0	10	2.8	34	9.6	2.7	2.4	2.2
Total	4218	758	18.0	1531	36.3	1345	31.9	156	3.7	428	10.1	2.5	2.3	2.1

314 pupils in the 10% sample were enrolled in Sacramento elementary schools during all or portions of the first three quarters of the 1965-66 and 1966-67 school years. The distributions of these pupils for both years according to rates of attendance are presented in Table VI. This table shows the following:

a. The average rate of attendance for these pupils increased slightly from 1965-66 to 1966-67. This increase was not statistically significant.

b. More pupils had rates of attendance at or above the 97% level in 1966-67 than in 1965-66.

c. Fewer pupils had rates of attendance at or below the 90% level in 1966-67 than in 1965-66.

3. Parent opinions

A questionnaire (Exhibit B) was mailed with return envelopes to 394 parents of pupils in the 10% sample. Families with two or more children in this sample received only one copy of the questionnaire. Spanish versions of the questionnaire were sent to those families the elementary school principals reported as Spanish-speaking.

A total of 130 questionnaires were completed and returned by parents. This was 33.0% of the 394 sent out. The opinions received on these returned questionnaires were as follows:

a. Parent contacts with the school (127 responses)

(1) 92 parents (72.4%) indicated they felt more free to contact their schools this year than they did last year.

(2) 35 parents (27.6%) indicated they did not feel more free to contact the school this year.

b. Home visits by school personnel (129 responses)

(1) 20 parents (15.5%) indicated more people from the schools had visited their homes this year than last year.

(2) 109 parents (84.5%) indicated they did not have more visitors from school people this year.

c. The most helpful school personnel

122 of the 130 responding parents indicated which school persons had been most helpful to them this year. Many

AREA I -- TABLE VI

DISTRIBUTION OF PUPILS ACCORDING TO PER CENT OF ATTENDANCE FOR THE 1965-66 AND 1966-67 SCHOOL YEARS

Per Cent of Attendance	Number of Pupils	
	1965-66	1966-67
99-100	48	53
97-98	58	72
95-96	69	50
93-94	30	42
91-92	31	32
89-90	19	20
87-88	21	13
85-86	12	10
83-84	8	8
81-82	6	3
79-80	6	2
77-78	2	1
75-76		2
73-74	2	1
71-72		1
69-70	1	
67-68		2
65-66		
63-64		
61-62		
59-60		
57-58		
55-56		
53-54		1
51-52		
49-50	1	
21-22		1
Total Number Mean	314 93.25%	314 93.50%

indicated two or more classifications of school personnel so that the total number of responses to this question exceeded the number of parents involved.

(1) 96 parents (78.7% of the 122) indicated that the classroom teachers had been most helpful this year.

(2) 30 parents (24.6%) indicated that the principals had been most helpful.

(3) 29 parents (23.8%) indicated that the school nurses had been most helpful.

(4) 7 parents (5.7%) indicated that the attendance officers had been most helpful.

(5) 18 parents (14.8%) indicated that other school personnel had been most helpful.

d. Parental feelings about school (129 responses)

(1) 45 parents (34.9%) indicated that they like the school much better this year than last year.

(2) 27 parents (20.9%) indicated only that they liked the school better this year.

Thus, 72 parents (55.8%) reported their feelings about the schools had improved this year.

(3) 46 parents (35.7%) indicated their feelings toward the schools were unchanged from the previous year.

(4) 11 parents (8.5%) indicated they liked the school less this year than they did last year.

e. Children's feelings about school (132 responses)

(1) 45 parents (34.1%) indicated their children liked school much better this year than last year.

(2) 33 parents (25.0%) indicated only that their children liked school better this year.

Thus, 78 parents (59.1%) indicated their children's feelings about their schools had improved this year.

(3) 32 parents (24.2%) indicated their children's feelings about school had not changed this year.

(4) 12 parents (9.1%) indicated their children liked school less this year than they did last year.

(5) 10 parents (7.6%) indicated they did not know if their children's feelings about school had changed this year.

f. Pupil's ability to read (131 responses)

(1) 105 parents (80.2%) indicated their children read better this year than they did last year.

(a) 72 parents indicated their children read much better.

(b) 35 parents indicated their children read a little better.

g. Pupil reading habits in the home (131 responses)

(1) 100 parents (76.3%) indicated their children read more at home this school year than they did during the previous school year.

(2) 30 parents (22.1%) indicated their children did not read more at home during this school year.

(3) 8 parents (6.2%) indicated they did not know whether their children had increased the amount of reading they did at home.

h. Pupil participation in the extended day program (130 responses)

The elementary compensatory schools maintained extended day programs consisting, primarily, of study hall activities for upper grade pupils. The parental responses received were in behalf of children in all grade levels and the responses received should be interpreted with the understanding that approximately half of the elementary pupils would not be expected to participate in the extended day programs.

(1) 41 parents (31.5%) indicated their children did participate in the extended day programs.

(2) 81 parents (62.3%) indicated their children did not participate in the extended day programs.

(3) 8 parents (6.2%) indicated they did not know if their children had participated in the extended day programs.

C. Report card grades

The report card grades received by the fourth, fifth and sixth grade pupils in the six schools in reading and arithmetic for the third quarter, 1966-67, were compared with those received for the third quarter of the 1965-66 school year. Final, fourth quarter, grades were to be posted on the last day of school and would have been difficult to gather during or after school closing activities.

AREA I -- TABLE VII

DISTRIBUTION OF PUPILS, BY GRADE LEVEL, ACCORDING TO REPORT CARD GRADES RECEIVED IN READING AND ARITHMETIC IN APRIL OF 1966 AND APRIL OF 1967

Report Card Grade *	Grade Four				Grade Five				Grade Six				Total Sample			
	Reading		Arithmetic		Reading		Arithmetic		Reading		Arithmetic		Reading		Arithmetic	
	1966	1967	1966	1967	1966	1967	1966	1967	1966	1967	1966	1967	1966	1967	1966	1967
A	23	35	21	20	21	26	24	24	15	15	12	11	59	76	57	55
B	59	54	61	46	57	56	51	43	58	48	53	44	174	158	165	133
C	67	68	72	62	84	94	62	68	88	89	67	58	239	251	201	188
D	27	18	21	42	26	14	48	47	21	31	39	58	74	63	108	147
E (failing)	0	1	1	6	2	0	5	8	2	1	13	13	4	2	19	27
Total Number	176	176	176	176	190	190	190	190	184	184	184	184	550	550	550	550
Average Grade	2.44	2.59	2.45	2.18	2.36	2.49	2.22	2.15	2.34	2.24	2.07	1.90	2.38	2.44	2.24	2.08

* A=4, B=3, C=2, D=1, E=0

Table VII presents the distributions of report card grades received by these pupils for both years in reading and arithmetic. The distributions are given for each grade level as well as for the total sample. The following observations may be made from this table:

1. The number of D and failing grades in reading decreased from 1966 to 1967 for the total sample and each of the grade level samples except for grade six.

2. The average report card grade in reading improved from 1966 to 1967 for the total sample and each of the grade level samples except for grade six.

3. The number of D and failing grades in arithmetic increased from 1966 to 1967 for the total sample and each of the grade level samples.

4. The average report card grade in arithmetic decreased from 1966 to 1967 for the total sample and each of the grade level samples.

D. Pupil opinions

The pupils in one fifth or one sixth grade class in each of the thirteen public compensatory elementary schools completed a questionnaire about school (Exhibit F). 325 completed questionnaires were returned to the Planning and Research Services Office by the thirteen schools.

Some pupils did not respond to all questionnaire items, and two of the questionnaire items requested a multiple response, thus the number of responses varied for the different items.

Table VIII presents the per cent of pupil responses to the questionnaire items in terms of fifth grade pupils, sixth grade pupils, and the total group of pupils. Each percentage is based on the total number of pupils in that group. The following observations may be made from Table VIII.

1. More than two-thirds of the total number of pupils attended after-school activities often or sometimes.

2. Help with arithmetic and general help with homework were the two areas in which each group of pupils indicated help was received most frequently in the after-school program. Help with reading ranked third with the fifth grade pupils and help with social studies and hobbies/crafts ranked third with the sixth grade pupils.

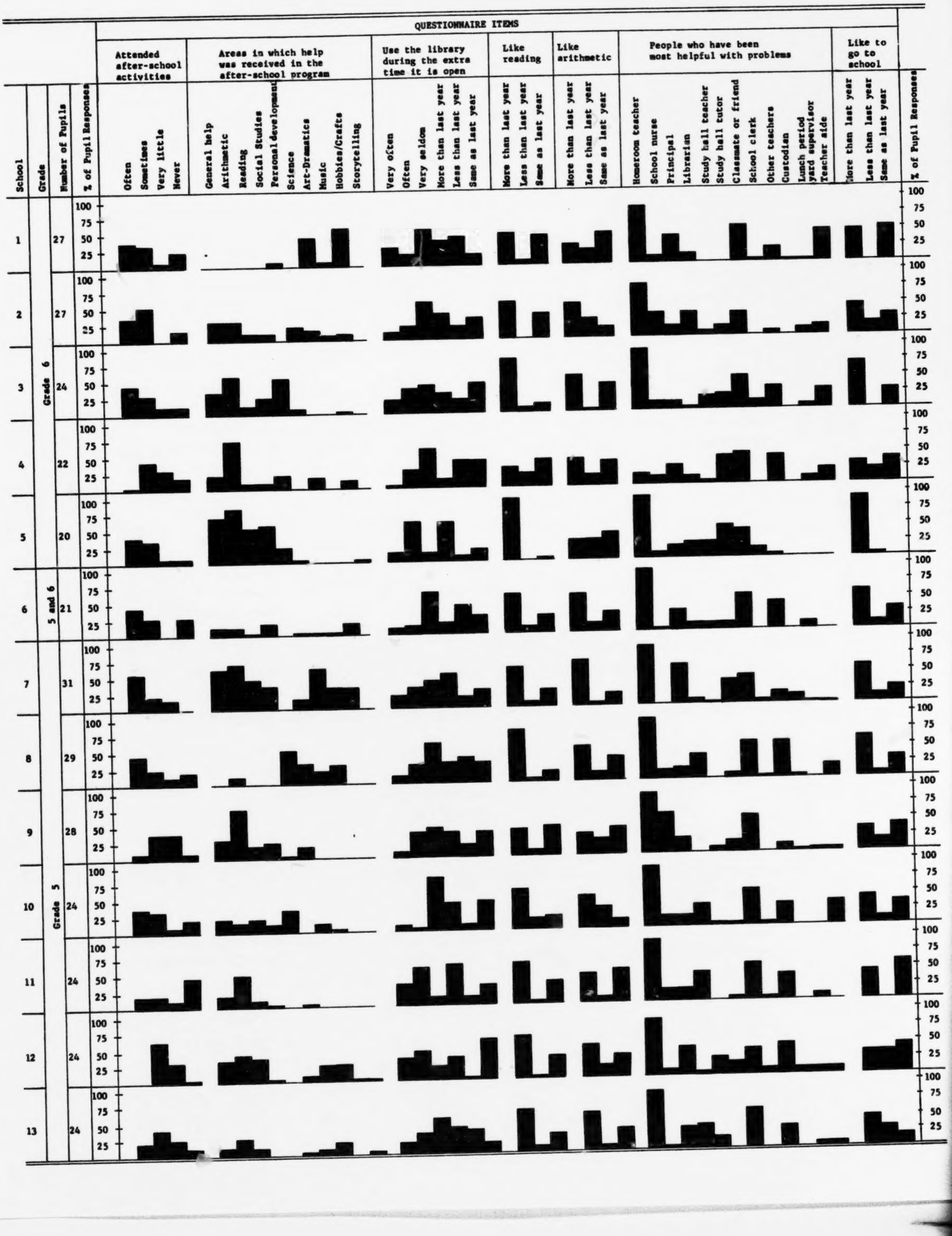
AREA I -- TABLE VIII

THE PER CENT OF RESPONSES BY FIFTH AND SIXTH GRADE PUPILS IN THE THIRTEEN PUBLIC COMPENSATORY ELEMENTARY SCHOOLS CONCERNING THE PUPIL QUESTIONNAIRE ABOUT SCHOOL

		Per cent of Pupils		
Questionnaire Items	Responses	Grade 5 184 Pupils	Grade 6 141 Pupils	Total 325 Pupils
Attended after-school activities	Often	28.8	34.0	31.1
	Sometimes	34.8	36.9	35.7
	Very little	20.6	9.9	16.0
	Never	15.8	17.7	16.6
	No response		1.5	0.6
Areas in which help was received in the after-school program	General help	26.6	27.0	26.8
	Arithmetic	42.4	41.1	41.8
	Reading	22.3	14.2	18.8
	Social Studies	13.0	19.1	15.7
	Personal development	13.0	17.7	15.1
	Science	13.0	7.1	10.5
	Art-Dramatics	20.1	14.9	17.8
	Music	16.3	3.5	10.8
	Hobbies/crafts	6.0	19.1	11.7
	Story telling	1.1	0.7	0.9
	No response	20.1		11.4
Use the library during the extra time it is open	Very often	19.0	14.9	17.2
	Often	33.2	29.8	31.7
	Very seldom	45.6	51.8	48.3
	No response	2.2	3.5	2.8
	More than last year	42.4	34.0	38.8
	Less than last year	20.1	30.5	24.6
	Same as last year	35.9	31.2	33.8
	No response	1.6	4.3	2.8
Like reading	More than last year	63.5	61.0	62.5
	Less than last year	8.2	7.8	8.0
	Same as last year	28.3	29.8	28.9
	No response		1.4	0.6
Like arithmetic	More than last year	51.1	44.0	48.0
	Less than last year	15.8	19.8	17.5
	Same as last year	32.6	34.8	33.5
	No response	0.5	1.4	1.0
People who have been most helpful with problems	Homeroom teacher	91.3	78.0	85.5
	School nurse	17.9	14.9	16.6
	Principal	32.1	24.8	28.9
	Librarian	22.3	17.7	20.3
	Study hall teacher	8.2	11.3	9.5
	Study hall tutor	13.6	22.7	17.5
	Classmate or friend	51.1	46.8	49.2
	School clerk	3.8	5.0	4.3
	Other teachers	33.2	24.8	29.5
	Custodian	4.9	0.7	3.1
	Lunch period yard supervisor	4.9	7.8	6.2
	Teacher aids	12.0	20.6	15.7
	No response	16.3	3.5	8.6
Like to go to school	More than last year	46.7	56.7	51.1
	Less than last year	15.8	9.2	12.9
	Same as last year	35.3	31.2	33.5
	No response	2.2	2.9	2.5

AREA I -- CHART 1

THE PERCENT OF RESPONSES BY FIFTH AND SIXTH GRADE PUPILS IN THE THIRTEEN PUBLIC COMPENSATORY ELEMENTARY SCHOOLS CONCERNING THE PUPIL QUESTIONNAIRE ABOUT SCHOOL



3. Over 45% of the pupils in each group indicated they used the library during the extra time it was open often or very often, and more than 35% indicated they used the library during this time more than they had the previous year.

4. More than 61% of the pupils in each group indicated they liked reading more than last year, and more than 44% indicated they liked arithmetic more than last year.

5. The pupils were asked to indicate the three people in the school who had been most helpful to them with their problems. Homeroom teachers, classmates or friends, and other teachers were the groups indicated most frequently.

6. More than 46% of the fifth grade pupils and 56% of the sixth grade pupils indicated they liked to go to school more this year than last year.

A detailed presentation of the responses from the pupils in each of the thirteen schools is shown in Chart 1. The percentages for each school are based on the total number of questionnaires returned by that school. This chart indicates the variations in the after-school program and the people considered most helpful with problems in the different schools.

E. Teacher opinions

All regular classroom and resource teachers in the 13 public and 3 non-public compensatory elementary schools were asked to complete a questionnaire concerning the effectiveness of the compensatory education program activities (Exhibit C). Questionnaires were distributed through the schools to 219 teachers. 174 (79.4%) of these teachers returned completed forms to the Planning and Research Services Office where the responses were tabulated and analyzed. The 174 teachers identified their teaching assignments as follows:

classroom teachers, 140	(80.5%)
extended day teachers, 20	(11.5%)
resource teachers, 14	(8.0%)

The teachers were instructed, in some cases, to respond only to those items which applied to their schools or with which they had experience. Thus, the number of teachers responding to the different items may vary.

The number and per cent of responses by the teachers are presented in Table IX. Examination of this table reveals the following:

1. Overall success of the compensatory education program

   90.5% of the teachers responding to this item indicated the program in general was moderately or very effective.

AREA I -- TABLE IX

NUMBER AND PER CENT OF RESPONSES BY TEACHERS CONCERNING THE EFFECTIVENESS OF THE COMPENSATORY EDUCATION PROGRAM ACTIVITIES

	No. of Teachers Responding	Very Effective		Moderately Effective		Slightly Effective		No Effect		Negative Effect	
		No.	%	No.	%	No.	%	No.	%	No.	%
I. Overall 1966-67 compensatory education program	116	57	49.1	48	41.4	9	7.8			2	1.7
A. Additional teacher(s) to reduce class size	149	105	70.5	22	14.8	8	5.4	5	3.3	9	6.0
B. Resource teachers											
1. To assist in remedial reading program	156	98	62.8	41	26.3	8	5.1	8	5.1	1	0.7
2. To suggest and provide materials for classroom teachers	159	59	37.1	55	34.6	29	18.2	14	8.8	2	1.3
3. To suggest techniques in reading for classroom teachers	145	25	17.2	56	38.6	35	24.2	25	17.2	4	2.8
4. To evaluate reading growth through formal and informal tests	142	47	33.1	55	38.7	24	16.9	10	7.1	6	4.2
C. Additional instructional supplies and audio-visual aids	169	101	59.7	51	30.2	14	8.3	3	1.8		
D. Addition of half-time work experience clerk	144	54	37.5	51	35.4	23	16.0	13	9.0	3	2.1
E. Expanded program of study trips	165	96	58.2	54	32.7	11	6.7	2	1.2	2	1.2
F. Expanded program of cultural activities	154	49	31.8	64	41.6	25	16.2	14	9.1	2	1.3
II. Staff training services											
A. Demonstration teachers											
1. To demonstrate the classroom use of instructional techniques	57	25	43.9	13	22.8	10	17.5	5	8.8	4	7.0
2. To demonstrate the classroom use of instructional materials	56	26	46.4	13	23.2	9	16.1	5	8.9	3	5.4
3. To demonstrate the classroom use of instructional equipment	55	26	47.3	10	18.2	10	18.2	6	10.9	3	5.4
B. In-service training sessions											
1. Workshop for teacher aides	35	10	28.6	12	34.3	6	17.1	3	8.6	4	11.4
2. Television program on the use of teacher aides	106	12	11.3	44	41.5	25	23.6	20	18.9	5	4.7
3. "Culture of Poverty" - television program - Dr. Metfessel and Dr. McDonaugh	131	27	20.6	57	43.5	28	21.4	16	12.2	3	2.3
III. Overall success of the extended day program	12	5	41.7	5	41.7	1	8.3			1	8.3
A. After school personal development program	53	14	26.4	21	39.6	11	20.8	3	5.7	4	7.5
B. Enrichment activities	71	22	31.0	33	46.5	11	15.5	3	4.2	2	2.8
C. Supervision of homework and individual study	77	17	22.1	37	48.0	15	19.5	7	9.1	1	1.3
D. Communication between regular and extended day teachers, relative to pupils' needs	71	10	14.1	29	40.9	15	21.1	15	21.1	2	2.8
E. Assistance of volunteer tutors	16	9	56.3	6	37.5			1	6.2		

2. Additional teacher(s) to reduce class size

   85.3% of the teachers indicated the addition of teacher(s) to reduce class size was moderately or very effective.

3. Resource teachers

   More than 71% of the teachers indicated the resource teachers were moderately or very effective in each of the areas listed except the suggestion of techniques in reading for classroom. However, a majority of the teachers reported the resource teachers were moderately or very effective in this capacity.

4. Additional instructional supplies and audio-visual aids

   Nearly 90% of the teachers indicated these additional supplies and aids were moderately or very effective.

5. Addition of half-time work experience clerk

   Over 72% of the teachers responding to this item reported that the addition of the half-time clerk was moderately or very effective.

6. Expanded program of study trips

   More than 90% of the teachers indicated the expanded program of study trips was moderately or very effective.

7. Expanded program of cultural activities

   73.4% of the teachers indicated this program was moderately or very effective.

8. Demonstration teachers

   a. More than 65% of the teachers indicated the demonstration teachers were moderately or very effective in each of the areas listed.

   b. All of the extended day teachers reported the demonstration teachers as very effective in each of the areas listed.

9. In-service training sessions

   a. A majority of the teachers indicated the workshop for teacher aides and the television presentation concerning the use of teacher aides were moderately or very effective and nearly two-thirds of the teachers reported the television program, "Culture of Poverty," as being moderately or very effective.

b. All of the extended day teachers responding indicated the workshop for teacher aides was moderately or very effective.

10. Overall success of the extended day program

Of the 12 teachers responding to this item, 83.4% indicated the overall program was moderately or very effective.

11. After school personal development program

Nearly two-thirds of the teachers responding to this item indicated the program was moderately or very effective.

12. Enrichment activities

More than 77% of the teachers indicated the enrichment activities were moderately or very effective.

13. Supervision of homework and individual study

This program was judged moderately or very effective by over 60% of the teachers reporting.

14. Communication between regular and extended day teachers relative to pupil needs

A majority of the teachers indicated the communication was moderately or very effective.

15. Assistance of volunteer tutors

This item was to be completed only by the extended day teachers. Of the 16 extended day teachers responding, nearly 94% indicated the assistance was moderately or very effective.

F. Principal opinions

Each of the 13 public and 3 non-public compensatory elementary school principals was asked to complete a questionnaire relative to the effectiveness of the activities of the compensatory education program (Exhibit D). Completed forms were returned by 14 (87.5%) of the 16 principals. The principals were instructed to assess only those activities that applied to the program operating in their schools. Therefore, the number of principals responding to the effectiveness of the different activities varied.

The number and per cent of responses by the principals are presented in Table X. The following observations may be made from these data:

AREA I -- TABLE X

NUMBER AND PER CENT OF RESPONSES BY PRINCIPALS CONCERNING THE EFFECTIVENESS OF THE COMPENSATORY EDUCATION PROGRAM ACTIVITIES

	Number of Principals	Very Effective		Moderately Effective		Slightly Effective		Not Effective	
A. Effectiveness regarding the classroom instructional program		No.	%	No.	%	No.	%	No.	%
Reduced class size	14	12	85.7	2	14.3				
Instructional media center	14	4	28.6	10	71.4				
English as a second language	5	1	20.0	3	60.0			1	20.0
Teacher aides	14	6	42.9	7	50.0	1	7.1		
Study trips	14	6	42.9	7	50.0	1	7.1		
Audiometric services	13	3	23.1	1	7.7	7	53.8	2	15.4
Demonstration teachers	13	3	23.1	3	23.1	6	46.1	1	7.7
In-service training sessions	13	2	15.4	6	46.1	5	38.5		
Resource teacher program	14	12	85.8	1	7.1	1	7.1		
Overall compensatory education program	14	10	71.4	3	21.4	1	7.2		
B. Effectiveness regarding positive changes in pupil attitudes, interests, and aspirations									
Reduced class size	14	9	64.3	4	28.6	1	7.1		
Instructional media center	14	3	21.4	10	71.4	1	7.2		
English as a second language	5	2	40.0	1	20.0	1	20.0	1	20.0
Teacher aides	14	4	28.6	9	64.3			1	7.1
Study trips	13	8	61.5	4	30.8	1	7.7		
Audiometric services	13	2	15.4	1	7.7	6	46.1	4	30.8
Resource teacher program	14	10	71.4	2	14.3	2	14.3		
Overall compensatory education program	14	8	57.2	5	35.7	1	7.1		
C. Effectiveness regarding positive changes in teacher insights, skills, and sensitivity									
Reduced class size	14	11	78.6	2	14.3	1	7.1		
Instructional media center	13	3	23.1	8	61.5	2	15.4		
Demonstration teachers	13	2	15.4	4	30.8	6	46.1	1	7.7
In-service training sessions	13	2	15.4	4	30.8	7	53.8		
Resource teacher program	14	9	64.3	4	28.6	1	7.1		
Overall compensatory education program	14	8	57.2	5	35.7	1	7.1		

1. Classroom instructional program

    a. More than 92% of the principals reported that the following activities were moderately or very effective regarding the classroom instructional program:

        (1) Reduced class size,

        (2) Resource teacher program,

        (3) Teacher aides,

        (4) Study trips,

        (5) Instructional media centers.

    b. A majority of the responding principals reported the following activities were moderately or very effective regarding the classroom instructional program:

        (1) English as a second language,

        (2) In-service training sessions.

    c. A majority of the responding principals reported the following activities were slightly effective or not effective regarding the classroom instructional program:

        (1) Audiometric services.

        (2) Demonstration teachers.

    d. Reduced class size and the instructional media center were activities that all principals assessed as moderately or very effective regarding the classroom instructional program.

    e. 92.8% of the principals indicated the overall compensatory education program was moderately or very effective in this area.

2. Positive changes in pupil attitudes, interests, and aspirations

    a. More than 92% of the principals indicated that all activities listed except audiometric services, the resource teacher program and English as a second language were moderately or very effective concerning positive changes in pupil attitudes, interests, and aspirations. However, more than 85% of the principals judged the resource teacher program to be moderately or very effective and a majority indicated the English as a second language program to be moderately or very effective.

   b. Reduced class size, the instructional media center, and teacher aides were the activities considered most effective concerning this area.

   c. The overall compensatory education program was judged moderately or very effective regarding positive changes in pupil attitudes, interests, and aspirations by more than 92% of the principals.

3. Positive changes in teacher insights, skills and sensitivity

   a. More than 92% of the principals indicated reduced class size and the resource teacher program were moderately or very effective in this area and nearly 85% of the principals judged the instructional media center as moderately or very effective.

   b. More than 92% of the principals indicated the overall compensatory education program was moderately or very effective regarding positive changes in teacher insights, skills, and sensitivity.

Activity 1: English Language Arts, Secondary (114)

I. Objectives

- A. To raise all language development and communication skills and other academic skills.
- B. To improve the verbal functioning level of the pupils.
- C. To increase the pupils' expectations of success in school.
- D. To raise the vocational, educational, and personal aspirations of the pupils.

II. Description

A. Facilities

Seven English language arts laboratories were established. These laboratories were provided with books, consumable materials, audio-visual equipment and materials, charts, manipulative materials, and diagnostic instruments to determine pupil reading and language needs. The laboratories were distributed as follows:

1. Six English language arts laboratories were established in two public senior high schools.
2. One English language arts laboratory was established in a non-public senior high school.

B. Personnel

Seven speciallytrained teachers provided instruction to classes of twenty pupils who had special needs in English language arts.

C. Pupil participation

Each pupil participated sixty minutes per day for thirty-six weeks.

III. Time Interval

This activity began September 12, 1966 and continued during the school year ending June 16, 1967.

IV. Evaluation Strategy

A. Public schools

1. Measurement of pupil growth.

Pre and post tests were administered to a sample of three classes of pupils from each of the two senior high schools.

a. The pre test was administered in the fall of 1966 and the post test in the spring of 1967.

b. The test employed was the Metropolitan Achievement Test - Advanced Battery Reading Test.

2. Statements from professional personnel

Statements regarding the program were obtained from administrators, counselors, teachers, and resource teachers in the fall of 1966 and again in the spring of 1967.

3. Pupil attendance

Pupil attendance for the 1965-66 and 1966-67 school years was compared for a sample of pupils in the two senior high schools.

B. Non-public schools

1. Measurement of pupil growth

This phase of the evaluation was the same as the measurement of pupil growth for the public schools. However, the pre-test administration of the Metropolitan Reading Achievement Test was not accomplished until late December.

V. Findings

A. Public schools

1. Measurement of pupil growth

The Metropolitan Achievement Test - Advance Battery Reading Test was administered on a pre and post basis to a sample of 65 tenth grade pupils who participated in the English Language Arts programs conducted at the two compensatory senior high schools. The pre tests were administered in the fall of 1966, and the post tests were administered in the spring of 1967.

The distributions of pre and post test results for the 65 pupils are presented in Table I in terms of grade equivalent ranges. The following observations may be made from these data:

a. Reading subtest

The average grade equivalent for these pupils decreased slightly from 6.6 to 6.5.

b. Word knowledge subtest

The average grade equivalent for the 65 pupils increased from 6.7 to 7.5.

ACTIVITY 1 -- TABLE I

DISTRIBUTION OF PRE AND POST TEST RESULTS FOR PUBLIC SENIOR HIGH SCHOOL PUPILS PARTICIPATING IN THE 1966-67 ENGLISH LANGUAGE ARTS PROGRAM

Grade Equivalent Range	Reading		Word Knowledge	
	Pre-Test	Post-Test	Pre-Test	Post-Test
3.0-3.1	4			
3.2-3.3	1	2		
3.4-3.5	1	3		
3.6-3.7				1
3.8-3.9	2	2	4	
4.0-4.1			3	
4.2-4.3		1		
4.4-4.5	7	4	1	1
4.6-4.7	1	2	2	2
4.8-4.9	1	4	1	1
5.0-5.1	2		3	3
5.2-5.3	1	2	3	3
5.4-5.5	4	3	2	
5.6-5.7	3	4	8	2
5.8-5.9			1	3
6.0-6.4	8	6	10	12
6.5-6.9	5	4	1	3
7.0-7.4	1	11	6	6
7.5-7.9	2	3	3	3
8.0-8.4	4	2	2	3
8.5-8.9	6	4		
9.0-9.4	2	3	3	4
9.5-9.9	4	1	9	4
10.0-	6	4	3	14
Total No.	65	65	65	65
Mean G.E.	6.6	6.5	6.7	7.5

2. Statements from professional personnel

a. Statements gathered in the fall of 1966

This activity began under E.S.E.A. in the spring of the 1965-66 school year and was continued throughout the 1966-67 school year. Opinions regarding the program were gathered early this year (in December, 1966) from the administrators, counselors, and teachers involved with the program at the two public senior high schools. In all, opinions were gathered from one principal, three vice principals, seven counselors, two department chairmen, and twenty teachers using the English language laboratories.

These school personnel each wrote rather lengthy reviews of their opinions of this program. All opinions were favorable and optimistic about the program except two teachers' opinions which were judged to be neutral. One teacher felt any high school English class would be improved with the features of this program: smaller class size, teacher aides, and extra facilities and materials. The second teacher felt himself to be inadequately prepared to teach reading to low ability pupils.

The beneficial effects of this program most frequently reported by the school personnel are noted below with examples of the opinions which were received.

(1) The pupils' attitudes seem to be improved and discipline seemed to be less of a problem with these pupils. This opinion was expressed by virtually all the persons submitting opinions on the program.

"I have noted an improved change in attitude on the part of many of these students . . . which can only be accounted for by the fact that teachers in these classes have time to give to these otherwise neglected young people. I would hope that the changes I have observed in the attitudes of these young people would be equaled by their accomplishments. . . ."

-- vice principal in charge of counseling and guidance.

"I have noticed that attendance has risen markedly in many counselees and an appreciation of English has appeared that never existed heretofore. Several counselees have commented that this newly found confidence in reading skills has extended to other subjects, which has obviously sparked their desire to stay in school and complete their education."

-- senior high school counselor.

"Student discipline in these classes has shown remarkable improvement. . . . Teachers in other departments state that they detect an improved attitude on the part of students enrolled in these E.S.E.A. classes. . . . Our judgement from a purely subjective viewpoint is that we have cracked a serious barrier to the problem of teaching reading to low ability students."

-- senior high school principal.

(2) Smaller classes have enabled teachers to provide for more individualization of the instructional program. This in turn has promoted more active participation by pupils in the learning process.

"I am able to spend ample time with individual students, having them at my side when I analyze their writing. I can deal separately with each individual's particular weaknesses rather than impose collective remedial exercises. . . . Their writing has become far more creative, as well as more correct mechanically. The new atmosphere is more relaxed."

-- English teacher

"To have the opportunity for individual help with these students -- help that is critically needed with the remedial reader where blocks and anxieties exist -- is the strongest argument in favor of our program that I could submit."

-- English department chairman.

(3) The special materials and equipment provided seem to stimulate the students and hold their interest, thus promoting their learning.

"The audio-visual aids (provided) in each lab have also helped to vary the approaches to reading. Perhaps one reason lies in getting the problem reader away from the 'printed page' where he had such great trouble."

-- English department chairman.

"Hearing a taped story on the teacher's rendition of it as they read enlarges their reading vocabularies, stimulates their interest, and enhances their ability to concentrate. Reading workbooks, in which students can immediately record their understanding of stories and articles read, serve to reinforce fleeting insights and turn them into skills. Spelling gains are most marked as the youngsters use SRA materials, grasp words flashed on a screen by a tachistoscope, and see their mistakes corrected on an overhead projector. The taste of success provided by a single learning experience may reverse indolent or apathetic attitudes nurtured by years of failure in the competitive atmosphere of the regular classroom."

-- English teacher.

"The students beg to work with the SRA spelling laboratory. . . . When they . . . work on the SRA (reading laboratory), they concentrate unbelievably well; they are very respectful of their neighbor because they are quite dedicated to 'cutting down' their reading time. This factor constantly amazes and impresses me. . . . They are most challenged by the (SRA) vocabulary questions. . . . With class size reduced and new materials available, I find that teaching these slower students is no longer tedious; it is a pleasure to work with them."

-- English teacher.

b. Statements gathered in the spring of 1967

The request for opinions made in December, as might be gathered from the preceding section, resulted in many long statements regarding the values of this program. End-of-the-year opinions also were desired but the request for them specifically asked that they be brief (two or three sentences). Again, the opinions of the educators associated with this program were overwhelmingly favorable. A few examples of the statements received follow:

"In my opinion this continues to be one of the most forward steps we have taken in years."

-- High school principal.

"As I recall, my evaluation of the program last fall was fairly optimistic and still remains so. If anything, I do feel more positive toward the program."

-- Counselor

"My opinion has changed to the extent that I am feeling more comfortable and enthusiastic with the reading program."

-- English teacher.

3. Pupil attendance

Attendance data for the 1965-66 and 1966-67 school years were available for 67 public senior high school pupils participating in the Secondary English Language Arts program.

The distributions of these pupils for the 1965-66 and 1966-67 school years according to per cent of attendance are presented in Table II. The following observations may be made from these data:

a. The mean per cent of attendance increased from 86.36% to 86.51% from the 1965-66 school year to the 1966-67 school year.

b. This increase was not found to be statistically significant.

B. Non-public Schools

1. Measurement in pupil growth

The Metropolitan Achievement Test - Advanced Battery was also administered on a pre and post basis to a sample of pupils participating in the English Language Arts program at the one non-public compensatory senior high school. The pre test was administered late in January 1967, and the post test was administered late in April 1967, thus pupil growth was assessed over a period of only 3 months. The sample included 47 ninth grade pupils and 15 tenth grade pupils.

The distributions of pre and post test results for these two groups of pupils are presented in Table III in terms of grade equivalent ranges. The following observations may be made from Table III:

a. Reading subtest

The average grade equivalent for the 47 ninth grade pupils dropped from 7.8 to 7.6, and the average grade equivalent for the 15 tenth grade pupils dropped from 6.3 to 6.0.

b. Word knowledge subtest

The average grade equivalent for the ninth grade pupils increased from 8.1 to 8.7, and the tenth grade pupils realized a gain of one full grade equivalent (6.7-7.7) during the 3 month period.

ACTIVITY 1 -- TABLE II

DISTRIBUTION OF THE PUBLIC SENIOR HIGH SCHOOL PUPILS PARTICIPATING IN THE ENGLISH LANGUAGE ARTS PROGRAM ACCORDING TO RATES OF ATTENDANCE FOR 1965-66 AND 1966-67

Per Cent of Attendance	Number of Pupils	
	1965-66	1966-67
99-100	6	6
97-98	7	6
95-96	6	8
93-94	6	7
91-92	7	3
89-90	4	8
87-88	4	5
85-86	2	6
83-84	3	3
81-82	8	1
79-80	4	3
77-78	1	
75-76		2
73-74	1	1
71-72	2	2
69-70		1
67-68		
65-66		
63-64	2	
61-62		
59-60	1	1
57-58	1	1
55-56		1
53-54		
51-52		
49-50	1	
47-48		1
45-46	1	
43-44		
41-42		
40 and below		1
Number of Pupils	67	67
Average Rate of Attendance	86.36	86.51

ACTIVITY 1 -- TABLE III

DISTRIBUTION OF PRE AND POST TEST RESULTS FOR NON-PUBLIC SENIOR HIGH SCHOOL PUPILS PARTICIPATING IN THE 1966-67 ENGLISH LANGUAGE ARTS PROGRAM

Grade Equivalent Range	Ninth Grade Group				Tenth Grade Group			
	Reading		Word Knowledge		Reading		Word Knowledge	
	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
3.0-3.1		1			1		1	
3.2-3.3								
3.4-3.5								
3.6-3.7								
3.8-3.9		1			1	1		
4.0-4.1			1					
4.2-4.3			1			1		
4.4-4.5	1	2			2	1		
4.6-4.7		1				1	1	1
4.8-4.9	2				1			
5.0-5.1	2	2	2				1	
5.2-5.3	1	1				1	2	1
5.4-5.5	3		2		1	1		
5.6-5.7			3	3	1	1	1	
5.8-5.9				1			1	1
6.0-6.4	2	4	2	7	1	4		2
6.5-6.9	3	4	2	2	2	1		
7.0-7.4	4	5	4	1			1	2
7.5-7.9	4	3	2	2			2	2
8.0-8.4	7	4	8		4	2	3	
8.5-8.9	5	4				1		
9.0-9.4	5	6	3	6			1	3
9.5-9.9	4	5	6	5	1		1	1
10.0-	4	4	11	20				2
Total No.	47	47	47	47	15	15	15	15
Mean G.E.	7.8	7.6	8.1	8.7	6.3	6.0	6.7	7.7

Activity 2: English as a Second Language (115)

I. Objectives

The basic objective of this activity was to raise the reading and language development of pupils who were unable to speak English, or who spoke it at a minimal level, in order that they would be better able to operate in regular classes.

Other objectives were to improve the verbal functioning level of the pupils and increase their expectations of success in school.

II. Description

A. Personnel

A resource teacher was employed to prepare materials for pupils and teachers in elementary schools and to field test the materials and methods to be used. This teacher spent most of her time working with three public and non-public elementary schools in the older part of Sacramento where there are large numbers of non-English speaking pupils.

B. Facilities

Office and conference room space was provided at the district's Curriculum Development Center. The resource teacher had use of the reading resource rooms in the schools.

C. Pupil participation

During the fall semester the ESL resource teacher worked primarily with the pupils from two compensatory elementary schools, one public (Washington) and one non-public (St. Joseph's). This teacher worked directly with groups of pupils and the reading resource teachers in field testing materials and methods. The spring semester was spent working with resource teachers and classroom teachers in these and other compensatory schools.

The amount of time devoted to pupil participation was determined by pupil needs. Most of the pupils participated 25 to 50 minutes per day for 36 weeks.

III. Time Interval

This activity began on September 12, 1966 and continued during the school year ending June 16, 1967.

IV. Evaluation Strategy

A. Pupil Progress

1. Reading

The beginning and final reading levels of the pupils in this activity were assessed as a part of the remedial reading program. The beginning assessments were made in the fall of 1966 and the final assessments in the spring of 1967.

2. Overall pupil progress

The overall pupil progress for the English as a Second Language pupils in grades 4, 5, and 6 was measured by pre and post standardized tests administered as a part of the general evaluation of the compensatory education program.

B. Teacher evaluation

1. A teacher questionnaire (Exhibit G) was developed to assess the effectiveness of this activity.
2. A group of teachers from Washington, St. Joseph's and Holy Angels Schools prepared a summary report on the strengths, weaknesses and general adequacy of the English as a Second Language materials that were developed.

C. Evaluation by principals

The principal at each compensatory elementary school involved in this activity was requested to complete two items on the "Principal Questionnaire on the Effectiveness of the Compensatory Education Program" (Exhibit D) relative to the effectiveness of the English as a Second Language program in: (1) the classroom instructional program, and (2) changes in pupil attitudes, interests and aspirations.

V. Findings

A. Pupil Progress

1. Reading

A total of 36 pupils in the English as a Second Language Program were also enrolled with reading resource teachers in compensatory schools for the entire school year. Beginning and ending reading assessments were reported for these pupils by the resource teachers during the year, as they were for all pupils in the special reading program during the entire year (see Activity 3).

a. These 36 pupils were distributed according to grade level (or placement level) as follows:

Kindergarten	-- 7
Level 1	-- 6
" 2	-- 3
" 3	-- 1
" 4	-- 1
" 5	-- 6
" 6	-- 2
Over elem. age	-- 10

b. Growth in reading as assessed by the resource teachers. (See Activity 3 for a description of the reading level designations and the pre and post assessment procedures employed.) Table I presents the beginning and ending reading level assessments made for these pupils by the resource teachers. These data indicate that all these English as a Second Language pupils made significant growth in reading during the year. (Kindergarten pupils would not be expected to move beyond Level I, a readiness level.) The average growth for the entire group was 1.2 grade equivalents during the year (from 1.1 to 2.3).

2. Overall pupil growth

As mentioned in the evaluation plans for this activity, the overall academic progress of the English as a Second Language pupils in grades 4, 5, and 6 was to be measured by the pre and post standardized achievement tests administered to all pupils in the 13 compensatory schools as part of the general evaluation. However, this proved to be a non-productive exercise. The standardized test data available on these pupils were very scanty and incomplete for the following reasons:

a. Most of the pupils in the English as a Second Language Program this year were either not enrolled with the district last spring (1966) when the pre-tests were administered or they did not participate in that testing because of their unfamiliarity with the English language employed in the tests.

b. Many of these non-English speaking pupils were similarly excused from the standardized testing accomplished this spring (1967). Teachers preferred to test and assess these pupils individually rather than have them participate in group standardized testing procedures which relied upon pupil familiarity with the English language.

B. Teacher evaluation

A questionnaire was developed to assess the effectiveness of the English as a Second Language program in terms of individual pupils (Exhibit G). Those pupils participating in the program were identified by homeroom teacher, resource teacher, and school segment. Questionnaires bearing this identification were sent to the appropriate homeroom and resource teachers. These teachers returned completed forms for 96 pupils.

The homeroom teacher and resource teacher responses were tabulated separately by segment. Some teachers did not respond to all items on the questionnaire for each pupil, thus the number of responses may vary for some items.

ACTIVITY 2 -- TABLE I

DISTRIBUTION OF ENGLISH AS A SECOND LANGUAGE PUPILS IN REMEDIAL READING PROGRAM ACCORDING TO BEGINNING AND ENDING READING LEVELS FOR 1966-67 BY AGE-PLACEMENT LEVELS

Reading Level	Grade Equiv.	Pupil Placement-Age																Total	
		K		1		2		3		4		5		6		Over Elem. Age			
		9/66	6/67	9/66	6/67	9/66	6/67	9/66	6/67	9/66	6/67	9/66	6/67	9/66	6/67	9/66	6/67	9/66	6/67
I	0.1 0.4	7	7	6	3	3	1	1		1		3		1		1		23	11
II	0.5 0.9				2				1										3
III	1.0 1.4				1		2						1						4
IV	1.5 1.9										1	1	1		1		1	1	4
V	2.0 2.4												1			2	1	2	2
VI	2.5 2.9												2		1				3
VII	3.0 3.4																		
VIII	3.5 3.9															1	3	1	3
IX	Enrich-ment																		
X	4.0 4.4											1				2		3	
XI	4.5 4.9																		
XII	5.0 5.4															2	1	2	1
XIII	5.5 5.9												1			1	1	1	2
XIV	6.0 6.4																		
XV	6.5 6.9																1		1
XVI	Enrich-ment																2		2
Total Number		7		6		3		1		1		6		2		10		36	
Mean G.E.		0.1	0.4	0.1	0.7	0.1	1.1	0.1	0.9	0.1	1.9	1.0	2.9	0.3	2.4	3.2	4.8	1.1	2.3

ACTIVITY 2 -- TABLE II

NUMBER AND PER CENT OF HOMEROOM TEACHER RESPONSES BY SEGMENT CONCERNING THE TEACHING OF ENGLISH AS A SECOND LANGUAGE PROGRAM AS IT AFFECTED PUPILS

A. KINDERGARTEN

	Number of Pupils	Great Improvement		Moderate Improvement		Slight Improvement		No Improvement	
		No.	%	No.	%	No.	%	No.	%
Attitude toward school	20	5	25.0	10	50.0	3	15.0	2	10.0
Attitude toward other people	19	5	26.3	9	47.4	4	21.1	1	5.2
Self-confidence	20	8	40.0	6	30.0	3	15.0	3	15.0
Listening skills	20	5	25.0	9	45.0	1	5.0	5	25.0
Speaking skills	20	4	20.0	10	50.0	5	25.0	1	5.0
Reading skills	7	2	28.6	3	42.8	1	14.3	1	14.3
Performance in other areas of the curriculum	20	7	35.0	11	55.0	2	10.0		
Classroom participation	20	7	35.0	9	45.0	3	15.0	1	5.0
Attendance	19	2	10.5	5	26.3	1	5.3	11	57.9

B. PRIMARY

Number of Pupils	Great Improvement		Moderate Improvement		Slight Improvement		No Improvement	
	No.	%	No.	%	No.	%	No.	%
33	11	33.3	15	45.5	3	9.1	4	12.1
34	7	20.6	20	58.8	4	11.8	3	8.8
38	10	26.3	16	42.1	9	23.7	3	7.9
39	9	23.1	18	46.2	10	25.6	2	5.1
39	15	38.5	14	35.9	9	23.1	1	2.5
38	17	44.7	11	28.9	8	21.1	2	5.3
38	8	21.0	18	47.4	10	26.3	2	5.3
38	7	18.4	13	34.2	15	39.5	3	7.9
30	11	36.7	9	30.0	2	6.6	8	26.7

C. INTERMEDIATE

	Number of Pupils	Great Improvement		Moderate Improvement		Slight Improvement		No Improvement	
		No.	%	No.	%	No.	%	No.	%
Attitude toward school	24	8	33.3	7	29.2	5	20.8	4	16.7
Attitude toward other people	24	7	29.2	8	33.3	4	16.7	5	20.8
Self-confidence	24	8	33.3	8	33.3	5	20.9	3	12.5
Listening skills	24	4	16.7	15	62.5	2	8.3	3	12.5
Speaking skills	23	6	26.1	12	52.2	3	13.0	2	8.7
Reading skills	22	7	31.8	7	31.8	6	27.3	2	9.1
Performance in other areas of the curriculum	24	5	20.9	9	37.5	8	33.3	2	8.3
Classroom participation	23	6	26.1	6	26.1	8	34.8	3	13.0
Attendance	21	3	14.3	6	28.6			12	57.1

D. JUNIOR HIGH

Number of Pupils	Great Improvement		Moderate Improvement		Slight Improvement		No Improvement	
	No.	%	No.	%	No.	%	No.	%
13	7	53.8	2	15.4	4	30.8		
13	7	53.8	2	15.4	4	30.8		
13	5	38.5	5	38.5	2	15.3	1	7.7
13	6	46.1	3	23.1	4	30.8		
13	4	30.8	5	38.4	1	7.7	3	23.1
13	6	46.1	3	23.1	4	30.8		
13	4	30.8	5	38.4			4	30.8
12	4	33.3	4	33.3	1	8.4	3	25.0
12	6	50.0	6	50.0				

The "No Improvement" column on the questionnaire does not imply a negative effect and is probably best interpreted as "No Change."

1. Homeroom teachers

   The number and per cent of responses by homeroom teachers are presented in Table II by segment. The following observations may be made from these data:

   a. Kindergarten pupils

      (1) The homeroom teachers indicated that at least 70% of the kindergarten pupils made moderate or great improvement in all areas except attendance. The teachers of 57.9% of the kindergarten pupils indicated they had made no improvement in their attendance patterns during the 1966-67 school year.

      (2) The area of greatest improvement was performance in other areas of the curriculum where 90% of the pupils showed moderate or great improvement.

   b. Primary pupils

      (1) The homeroom teachers indicated that at least two-thirds of the primary pupils made moderate or great improvement in all areas except classroom participation. However, a majority of the pupils made moderate or great improvement in this area.

      (2) The area of greatest improvement was attitude toward other people where almost 80% of the pupils showed moderate or great improvement.

   c. Intermediate pupils

      (1) The homeroom teachers indicated that at least 62% of the intermediate pupils made moderate or great improvement in all areas except performance in other areas of the curriculum, classroom participation, and attendance. A majority of the pupils made moderate or great improvement in performance in other areas of the curriculum and classroom participation. 57.1% of the pupils made no improvement in attendance.

      (2) The area of greatest improvement was listening skills where 79.2% of the pupils made moderate or great improvement.

d. Junior High pupils

(1) The homeroom teachers indicated that more than two-thirds of the junior high pupils made moderate or great improvement in all areas except attitude toward school and attitude toward other people. However, a majority of the pupils showed moderate or great improvement in these areas.

(2) The area of greatest improvement was attendance where all pupils made moderate or great improvement.

2. Resource teachers

The number and per cent of responses by resource teachers are presented in Table III by segment. The following observations may be made from Table III:

a. Kindergarten pupils

(1) The resource teachers indicated at least 65% of the kindergarten pupils made moderate or great improvement in self-confidence, listening skills, speaking skills, performance in other areas of the curriculum and classroom participation.

(2) A majority of the pupils made no improvement in attitude toward school, attitude toward other people, and attendance.

(3) The area of greatest improvement was speaking skills where 75% of the pupils made moderate or great improvement.

b. Primary pupils

(1) The resource teachers indicated at least three-fourths of the primary pupils made moderate or great improvement in all areas except attitude toward school, attitude toward other people and attendance. However, a majority of the pupils made some improvement in these areas.

(2) The area of greatest improvement was reading skills where more than 86% of the pupils made moderate or great improvement.

c. Intermediate pupils

(1) The resource teachers indicated that at least 60% of the pupils showed moderate or great improvement in all areas except attitude toward school, attitude toward other people, performance in other areas of the curriculum, and attendance.

ACTIVITY 2 -- TABLE III

NUMBER AND PER CENT OF RESOURCE TEACHER RESPONSES BY SEGMENT CONCERNING THE TEACHING OF ENGLISH AS A SECOND LANGUAGE PROGRAM AS IT AFFECTED PUPILS

A. KINDERGARTEN

	Number of Pupils	Great Improvement		Moderate Improvement		Slight Improvement		No Improvement	
		No.	%	No.	%	No.	%	No.	%
Attitude toward school	16	1	6.2	1	6.2	4	25.0	10	62.6
Attitude toward other people	17	1	5.9	3	17.6	4	23.5	9	53.0
Self-confidence	18	3	16.7	10	55.5	5	27.8		
Listening skills	20	1	5.0	12	60.0	7	35.0		
Speaking skills	20	2	10.0	13	65.0	5	25.0		
Reading skills	NO RESPONSES								
Performance in other areas of the curriculum	14			10	71.4	4	28.6		
Classroom participation	14			10	71.4	4	28.6		
Attendance	13			1	7.7	5	38.5	7	53.8

B. PRIMARY

	Number of Pupils	Great Improvement		Moderate Improvement		Slight Improvement		No Improvement	
		No.	%	No.	%	No.	%	No.	%
Attitude toward school	28	3	10.7	13	46.4	4	14.3	8	28.6
Attitude toward other people	26	2	7.7	11	42.3	6	23.1	7	26.9
Self-confidence	36	11	30.6	17	47.2	8	22.2		
Listening skills	39	13	33.3	17	43.6	9	23.1		
Speaking skills	38	13	34.2	18	47.4	7	18.4		
Reading skills	29	6	20.7	19	65.5	4	13.8		
Performance in other areas of the curriculum	25	1	4.0	19	76.0	5	20.0		
Classroom participation	37	10	27.0	19	51.4	7	18.9	1	2.7
Attendance	22	1	4.5	6	27.3	5	22.7	10	45.5

C. INTERMEDIATE

	Number of Pupils	Great Improvement		Moderate Improvement		Slight Improvement		No Improvement	
		No.	%	No.	%	No.	%	No.	%
Attitude toward school	17	2	11.8	6	35.3	5	29.4	4	23.5
Attitude toward other people	18	1	5.6	6	33.3	5	27.8	6	33.3
Self-confidence	23	10	43.5	7	30.4	6	26.1		
Listening skills	23	11	47.8	7	30.5	5	21.7		
Speaking skills	23	11	47.8	7	30.5	5	21.7		
Reading skills	22	11	50.0	4	18.2	5	22.7	2	9.1
Performance in other areas of the curriculum	20	4	20.0	5	25.0	9	45.0	2	10.0
Classroom participation	23	7	30.4	7	30.4	6	26.1	3	13.1
Attendance	13	1	7.7	2	15.4			10	76.9

D. JUNIOR HIGH

	Number of Pupils	Great Improvement		Moderate Improvement		Slight Improvement		No Improvement	
		No.	%	No.	%	No.	%	No.	%
Attitude toward school	13			9	69.2			4	30.8
Attitude toward other people	13			7	53.8	5	38.5	1	7.7
Self-confidence	12	1	8.3	6	50.0	5	41.7		
Listening skills	13	4	30.8	4	30.8	4	30.8	1	7.6
Speaking skills	13	6	46.1	3	23.1	3	23.1	1	7.7
Reading skills	12	6	50.0			4	33.3	2	16.7
Performance in other areas of the curriculum	4			1	25.0	3	75.0		
Classroom participation	13	3	23.1	6	46.1	2	15.4	2	15.4
Attendance	7			6	85.7	1	14.3		

However, a majority of the pupils made some improvement in each of these areas except attendance, where 76.9% showed no improvement.

(2) The areas of greatest improvement were listening and speaking skills where 78.3% of the pupils made moderate or great improvement.

d. Junior High pupils

(1) The resource teachers indicated that a majority of the junior high pupils made moderate or great improvement in all areas except performance in other areas of the curriculum. However, all of the pupils made some improvement in this area.

(2) The area of greatest improvement was attendance where 85.7% of the pupils made moderate or great improvement.

C. Teacher committee report on materials

1. A brief description of the lessons and materials developed by the Resource Teacher for the English as a Second Language Program has been provided by that teacher. This description is quoted below:

"Daily oral lessons using the audio-lingual approach to language teaching were developed by the ESL resource teacher for use with students at all elementary grade levels. These daily oral lessons were very specific in content and design; and included dialogue, pictures and all manipulative flannel board materials appropriate for the presentation of each lesson. Worksheets and transparencies were also developed to accompany each lesson. These materials, the oral lessons, books on Second language teaching and a list of additional materials; filmstrips, books and tapes, which were available on a loan basis, were compiled in a kit which was sent to each school desiring to set up a program to provide special instruction for non-English speaking students.

"The ESL resource teacher worked closely with the principals and resource teachers at these schools in helping to organize the program and demonstrating the use of the lessons and materials and the techniques of second language instruction."

2. Teacher committee report.

A committee composed of four teachers who had used these special materials to teach English as a second language was organized. This committee was asked to review and develop a report on the adequacy and use of these materials. The four teachers, three from public schools and one from non-public schools, provided the following report:

"The kit containing the lessons and materials, developed by the ESL resource teacher, was most favorably received by all of the teachers. The teachers felt that the lessons and materials provide more than enough work for a one year program and discussed at length which lessons should be placed in a second year program. It was their opinion that all of the lessons should remain in a total program. The degree of progress and the amount of material that can be mastered by each group is determined by the age, maturity, ability, facility in the native language of each individual student, and the amount of time allocated for daily instruction. Because of the diversity of the groups it is felt that the teacher, in consultation with the ESL resource teacher, can effectively determine the amount of material to be completed by each group.

"A set of worksheets and transparencies, which were developed by the ESL resource teacher to accompany the oral lessons were used effectively by . . . (two committee members) and they enthusiastically recommend that each teacher be provided with a complete set. The teachers had favorable results with the tapes which were recorded by the ESL resource teacher to accompany the State Literature Series and suggested that the complete set of eight tapes, Pre-primer through Third Reader, be provided in each kit for use by resource teachers and classroom teachers.

"All of the teachers expressed the opinion that these students will require this type of special instruction for a second, and possibly a third year, to continue the development of their listening and speaking skills. They should continue to work with the lessons which have been developed and additional lessons should be developed to expand the concepts and sentence patterns for the more advanced students. Suggestions for lessons for the more advanced students were: 1) Opposite Concepts, 2) Past and future tenses of verbs, 3) Synonyms and 4) Idiomatic Expressions.

"In reviewing the total ESL program, all of the teachers felt that the time provided and this special instruction was of great value to the students. It has provided the students with the listening and speaking skills prerequisite to reading instruction and with the skills of communication essential to communicating with their teachers and peers. It has given the students self-confidence and made them more willing to participate in and gain value from the program presented in the regular classroom.

"The teachers were enthusiastic about the favorable results in the use of the lessons and the progress made by these non-English speaking students. They expressed the desire that these students have an opportunity to continue to receive this special instruction and for the program to be expanded to include other students who have a second language handicap, but whose handicap is not so severe. They also felt that it would be of value to the teachers participating in the program to have an opportunity to meet together several times during the year to discuss problems and to share ideas."

D. Evaluation by principals

A questionnaire was directed to 16 compensatory school principals (13 public and 3 non-public elementary schools) which asked them to assess the effectiveness of the various compensatory education activities. (See Exhibit D) The complete results of this inquiry are presented in the general evaluation for Area I. The responses received relative to the English as a Second Language Program were as follows:

1. Size of the sample.

14 of the 16 principals completed and returned the questionnaire for an 87.5% response. However, most of the schools represented by these 14 principals did not have significant numbers of non-English speaking children and had not yet become involved in this program. As a result, only five principals who were familiar with this program expressed opinions regarding it.

2. Principals' opinions

a. Effectiveness of the program regarding the classroom instructional program.

One (20.0%) of the 5 principals reported that the program was very effective regarding the instructional program while three (60.0%) of the principals indicated it was moderately effective. None of the principals reported that the program was only slightly effective, but one principal (20.0%) did indicate that the program was not effective.

b. Effectiveness of the program regarding positive changes in pupil attitudes, interests, and aspirations.

Two (40.0%) of the five principals indicated that this program was very effective in promoting positive changes in pupil attitudes, interests, and aspirations. One principal (20.0%) indicated the program was moderately effective and another (20.0%) indicated it was only slightly effective in this regard. One principal (20.0%), again, indicated that the program was not effective in this area.

Activity 3: Reading (116)

I. Objectives

A. To raise classroom performance in reading beyond usual expectations.

B. To improve reading performance as measured by standardized tests.

C. To improve performance in other skills beyond usual expectations.

D. To improve the verbal functioning level of the pupil.

E. To improve the pupil's self-image.

F. To increase the pupil's expectation of success in school.

G. To affect positive behavioral changes.

II. Description

A. Resource centers

A resource center, equipped with consumable and nonconsumable reading and related language arts materials, library books, filmstrips, records, study prints, globes, and audio-visual equipment was established in each of thirteen public elementary schools and three non-public elementary schools.

Two junior high school reading clinics also were supplied with appropriate equipment and materials.

B. Resource teachers

1. A reading resource teacher in each school attempted to provide individual and/or small group instruction to meet the specific needs of individual pupils and to conform with each pupil's learning style. In addition, she assisted classroom teachers by advising them on reading problems, by helping diagnose pupil needs through formal and informal testing, and by providing appropriate materials.

2. A district reading resource teacher worked with all teachers in the compensatory schools and assisted in coordinating this activity.

C. Central E.S.E.A. instructional materials center

A central instructional materials center was established and supplied with published and district-prepared reading and language arts materials for classroom use. Diagnostic materials for determining reading needs were also available. A librarian provided service to teachers.

D. Pupil participation

1. Those elementary school pupils selected to receive intensive and specialized instruction in reading from the reading resource teachers were provided daily lessons with instruction ranging from twenty to fifty minutes depending on their maturity and needs. The resource teacher worked with approximately 40 to 50 pupils per day. Most pupils were retained in the program for the entire school year. However, some pupils whose needs were met by the special instruction were returned to the regular program and other pupils were then added.

2. In the junior high schools, the reading clinic teachers worked with an average of approximately 45 pupils per day who needed special reading assistance. They received 50 minutes of daily instruction.

III. Time Interval

This activity began in September of 1966. It continued until the end of the school year on June 16, 1967, and during a six-week primary summer session. This was true in all cases except at one junior high school (Peter Lassen) where the program was not initiated until October 24, 1966.

IV. Evaluation Strategy

A. Public and non-public elementary schools

1. Pupil growth in reading.

The resource teachers were to assess and report the beginning and final reading levels of the pupils assigned to the remedial reading program. These teachers were to make such judgments on the basis of their experiences with the pupils and through the use of the special materials available, diagnostic reading tests, and "levels" tests designed to accompany the state basic reading textbook series. The beginning assessments were made in the fall of 1966 and the final assessments in the spring of 1967.

2. Teacher evaluation of the activity.

The general teacher questionnaire on compensatory education (Exhibit C) included a series of items relative to the effectiveness of the resource teacher activity. This form was to be completed by all teachers in the compensatory elementary schools.

B. Public junior high schools

The Stanford Achievement Test - Reading Subtest was administered on a pre-post basis to a sample of 7th, 8th, and 9th grade pupils in the remedial reading program in the two junior high schools. The pretests were given early in the fall at one junior high school. Since the second junior high school began this program late, the pre-tests at this school were administered in January. Both schools administered the post tests in late May, 1967.

V. Findings

A. Pupil growth in reading

1. Nature of the data

The basic reading textbooks provided by the State are organized according to reading levels. This has stimulated the Sacramento City Unified School District to organize its elementary school reading program according to equivalent ability levels. The pupils involved in the compensatory reading program provided under this activity usually worked with special materials and textbooks not of the basic series. However, the resource teachers were asked to assess their pupils' reading abilities in terms familiar to them, namely the reading levels used in the regular elementary school reading program. These levels designate general reading achievement status and may be approximated in terms of grade equivalents as follows:

a. Level I: 0.1 through 0.4
b. Level II: 0.5 " 0.9
c. Level III: 1.0 " 1.4
d. Level IV: 1.5 " 1.9
e. Level V: 2.0 " 2.4
f. Level VI: 2.5 " 2.9
g. Level VII: 3.0 " 3.4
h. Level VIII: 3.5 " 3.9
i. Level IX: Enrichment materials
j. Level X: 4.0 " 4.4
k. Level XI: 4.5 " 4.9
l. Level XII: 5.0 " 5.4
m. Level XIII: 5.5 " 5.9
n. Level XIV: 6.0 " 6.4
o. Level XV: 6.5 " 6.9
p. Level XVI: Enrichment materials

2. Beginning and ending assessments

At the beginning of the activity period (September, 1966), the resource teachers were asked to report the level at which each pupil was ready to begin reading. In June, 1967, they were asked to report the last level each pupil had satisfactorily completed. Therefore, a pupil who began on level V and ended on level V did complete one level; another who began on level II and ended on level IV completed 3 levels (II, III and IV). A pupil who did not progress through a complete level would have been reported, for example, as having begun on level IV and ending on level III.

A card file was established in the Planning and Research Services Office for all pupils participating in this activity. The card for each pupil contains the following data: name, age or birthdate, school or schools attended, 1966-67 beginning and ending assessments, and 1965-66 beginning and ending assessments for those pupils who participated in this activity during the 1965-66 school year. This file system assists in accounting for pupils transferring within the district and will provide for long-range study of the special reading program.

ACTIVITY 3 -- TABLE I

DISTRIBUTION OF PUPILS IN REMEDIAL READING PROGRAM FOR ONE YEAR ACCORDING TO BEGINNING AND ENDING READING LEVELS FOR 1966-67 BY AGE-PLACEMENT LEVELS

Reading Level	Grade Equiv.	Pupil Placement - Age																Total	
		K		1		2		3		4		5		6		Over Elem.Age			
		9/66	6/67	9/66	6/67	9/66	6/67	9/66	6/67	9/66	6/67	9/66	6/67	9/66	6/67	9/66	6/67	9/66	6/67
I	0.1 0.4	18	17	24	7	10	4	3		1		1						57	28
II	0.5 0.9		1	1	11	54	8	39	5	16	3	8	1	2		2		122	29
III	1.0 1.4				3	12	15	16	14	8	5	9	1	1		1		47	38
IV	1.5 1.9				3	5	29	27	17	11	9	10	7	3	1		1	56	67
V	2.0 2.4				1		20	14	21	24	14	22	11	7	1			67	68
VI	2.5 2.9						4		19	4	9	10	11	9	1	9		32	44
VII	3.0 3.4						1		19	2	13	10	10	12	6	10	3	34	52
VIII	3.5 3.9								4	2	5	6	8	6	4	2	3	16	24
IX	Enrich-ment										2	2	3	1	2	1	1	4	8
X	4.0 4.4										5	5	8	2	7	6	3	13	23
XI	4.5 4.9										3		6		8		7		24
XII	5.0 5.4												8		6	2	7	2	21
XIII	5.5 5.9											1	8	1	5	1	4	3	17
XIV	6.0 6.4												2		2		1		5
XV	6.5 6.9														1		2		3
XVI	Enrich-ment																2		2
Total Number		18		25		81		99		68		84		44		34		453	
Mean G.E.		0.1	0.4	0.1	1.0	0.6	1.8	1.1	2.4	1.5	2.9	2.2	3.8	2.7	4.6	3.1	5.0	1.5	2.9

3. Pupil growth

Since many of the pupils in the 1966-67 special reading program were also in the 1965-66 program, pupil growth in reading was considered in terms of four groups.

a. Growth in reading during 1966-67 for pupils in the special reading program for one year.

Beginning and ending reading level assessments for 1966-67 were reported for 453 pupils who had completed one year in the special reading program. The distribution of these pupils according to beginning and ending reading levels by age-placement levels is presented in Table I. The following observations may be made from these data:

(1) All age-placement groups realized general growth in reading achievement.

(2) The average growth of the age-placement groups varied from 0.3 grade equivalents (kindergarten age-placement group) to 1.9 grade equivalents (6th grade and over-elementary-age groups).

(3) The total sample approximate grade equivalent increased from 1.5 to 2.9.

b. Growth in reading during 1966-67 for pupils in the special reading program for the second year.

Beginning and ending reading levels for the 1966-67 school year also were reported for 189 pupils who had completed two years in the special reading program. The distribution of these pupils according to beginning and ending reading levels by age-placement levels is presented in Table II. Examination of Table II reveals the following:

(1) All age-placement groups realized general growth in reading achievement.

(2) The average growth of the age-placement groups during the 1966-67 school year ranged from 0.5 grade equivalents (1st grade age-placement group, 3 pupils) to 1.5 grade equivalents (over-elementary-age group).

(3) The total sample approximate grade equivalent increased from 2.1 to 3.4.

c. Growth in reading from fall, 1965, to spring, 1967, for pupils in the special reading program for two years.

The distribution of the 189 pupils who had completed two years in the special reading program is presented in Table III

ACTIVITY 3 -- TABLE II

DISTRIBUTION OF PUPILS IN REMEDIAL READING PROGRAM FOR TWO YEARS ACCORDING TO BEGINNING AND ENDING READING LEVELS FOR 1966-67 BY AGE-PLACEMENT LEVELS

Reading Level	Grade Equiv.	Pupil Placement - Age																Total	
		K		1		2		3		4		5		6		Over Elem. Age			
		9/66	6/67	9/66	6/67	9/66	6/67	9/66	6/67	9/66	6/67	9/66	6/67	9/66	6/67	9/66	6/67	9/66	6/67
I	0.1 0.4			3	2													3	2
II	0.5 0.9				1	4		4		2		2						12	1
III	1.0 1.4					2	4	9	3	9	2	3	1					23	10
IV	1.5 1.9						2	5	3	16	4	6	4	3	2		1	30	16
V	2.0 2.4							4	8	26	10	13	4	2		2		47	22
VI	2.5 2.9								2	5	16	9	3	4		5		23	21
VII	3.0 3.4								2		12	8	5	8	5	1	1	17	25
VIII	3.5 3.9							1	3		12	12	13	2	2	1	2	16	32
IX	Enrichment								1		1		6	6	5	1		7	13
X	4.0 4.4										1	1	10	7	4	2	3	10	18
XI	4.5 4.9												4	1	5		2	1	11
XII	5.0 5.4								1				4		7		3		15
XIII	5.5 5.9														2				2
XIV	6.0 6.4														1				1
XV	6.5 6.9																		
XVI	Enrichment																		
Total Number				3		6		23		58		54		33		12		189	
Mean G.E.				0.1	0.6	0.7	1.6	1.3	2.7	1.7	3.0	2.4	3.8	3.2	4.4	2.9	4.4	2.1	3.4

ACTIVITY 3 -- TABLE III

DISTRIBUTION OF PUPILS IN REMEDIAL READING PROGRAM FOR TWO YEARS ACCORDING TO BEGINNING READING LEVELS OF 1965-66 AND ENDING READING LEVELS OF 1966-67 BY 1966-67 AGE-PLACEMENT LEVELS

Reading Level	Grade Equiv.	Pupil Placement - Age																Total	
		K		1		2		3		4		5		6		Over Elem. Age			
		9/65	6/67	9/65	6/67	9/65	6/67	9/65	6/67	9/65	6/67	9/65	6/67	9/65	6/67	9/65	6/67	9/65	6/67
I	0.1 0.4			3	2	2		2		1		1						9	2
II	0.5 0.9				1	4		15		11		5		2		2		39	1
III	1.0 1.4						4	4	3	18	2	3	1	1		1		27	10
IV	1.5 1.9						2	1	3	19	4	19	4	6	2	1	1	46	16
V	2.0 2.4								8	9	10	14	4	10		6		39	22
VI	2.5 2.9							1	2		16	11	3	6				18	21
VII	3.0 3.4								2		12	1	5	4	5		1	5	25
VIII	3.5 3.9								3		12		13	4	2	2	2	6	32
IX	Enrichment								1		1		6		5				13
X	4.0 4.4										1		10		4		3		18
XI	4.5 4.9												4		5		2		11
XII	5.0 5.4								1				4		7		3		15
XIII	5.5 5.9														2				2
XIV	6.0 6.4														1				1
XV	6.5 6.9																		
XVI	Enrichment																		
Total Number				3		6		23		58		54		33		12		189	
Mean G.E.				0.1	0.6	0.4	1.6	0.7	2.7	1.2	3.0	1.7	3.8	2.2	4.4	1.9	4.4	1.5	3.4

ACTIVITY 3 -- TABLE IV

DISTRIBUTION OF ALL PUPILS IN REMEDIAL READING PROGRAM ACCORDING TO BEGINNING AND ENDING READING LEVELS FOR 1966-67 BY AGE-PLACEMENT LEVELS

Reading Level	Grade Equiv.	Pupil Placement - Age																Total	
		K		1		2		3		4		5		6		Over Elem.Age			
		9/66	6/67	9/66	6/67	9/66	6/67	9/66	6/67	9/66	6/67	9/66	6/67	9/66	6/67	9/66	6/67	9/66	6/67
I	0.1 0.4	18	17	27	9	10	4	3		1		1						60	30
II	0.5 0.9		1	1	12	58	8	43	5	18	3	10	1	2		2		134	30
III	1.0 1.4				3	14	19	25	17	17	7	12	2	1		1		70	48
IV	1.5 1.9				3	5	31	32	20	27	13	16	11	6	3		2	86	83
V	2.0 2.4				1		20	18	29	50	24	35	15	9	1	2		114	90
VI	2.5 2.9						4		21	9	25	19	14	13	1	14		55	65
VII	3.0 3.4						1		21	2	25	18	15	20	11	11	4	51	77
VIII	3.5 3.9							1	7	2	17	18	21	8	6	3	5	32	56
IX	Enrichment								1		3	2	9	7	7	2	1	11	21
X	4.0 4.4										6	6	18	9	11	8	6	23	41
XI	4.5 4.9										3		10	1	13		9	1	35
XII	5.0 5.4								1				12		13	2	10	2	36
XIII	5.5 5.9											1	8	1	7	1	4	3	19
XIV	6.0 6.4												2		3		1		6
XV	6.5 6.9														1		2		3
XVI	Enrichment																2		2
Total Number		18		28		87		122		126		138		77		46		642	
Mean G.E.		0.1	0.4	0.1	1.0	0.6	1.8	1.1	2.5	1.6	3.0	2.3	3.8	2.9	4.5	3.0	4.8	1.7	3.0

according to beginning levels, 1965-66, and ending levels, 1966-67, by age-placement groups. The following observations may be made from Table III:

(1) The average growth of all age-placement groups increased over the two-year period with the increase ranging from 0.5 grade equivalents (1st grade age-placement group) to 2.5 grade equivalents (over-elementary-age group).

(2) The total sample approximate grade equivalent increased from 1.5 to 3.4.

d. Growth in reading during 1966-67 for all pupils participating in the 1966-67 special reading program.

During the 1966-67 school year, beginning and ending reading level assessments were collected for 453 pupils in the program for one year and 189 pupils in the program for the second year. Thus, beginning and ending levels were reported for a total of 642 pupils participating in the 1966-67 program. The distribution of this total group of pupils according to beginning and ending reading levels by age-placement groups is presented in Table IV. Examination of Table IV reveals the following:

(1) All age-placement groups experienced general growth in reading achievement.

(2) The average growth of the age-placement groups varied from 0.3 grade equivalents (kindergarten age-placement group) to 1.8 grade equivalents (over-elementary-age group).

(3) The total sample approximate grade equivalent increased from 1.7 to 3.0.

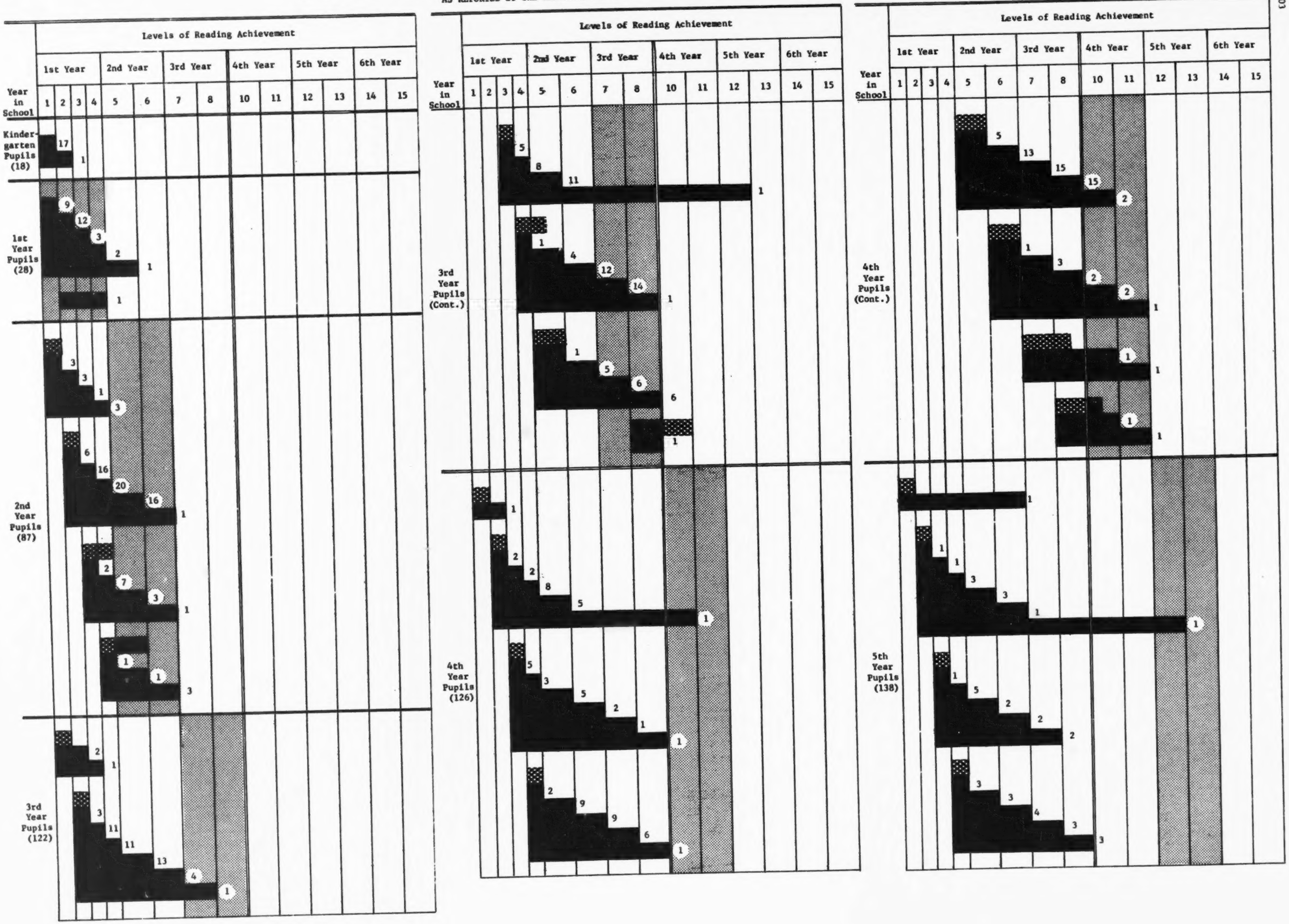
e. A comparison of expected growth based on past performance, actual growth observed by resource teachers and expected growth for the normal pupil population is presented in Chart 1 for the 642 pupils enrolled in the 1966-67 reading program. The following observations may be made from Chart 1.

(1) 413 pupils (64.3%) progressed at least one year in reading during 1966-67. This was a rate of growth most of them had previously been unable to attain. 142 of these pupils (22.1% of the total group) progressed at least two years in reading. Actually, 54 pupils (8.4% of the total group) progressed at least two and one-half years in reading.

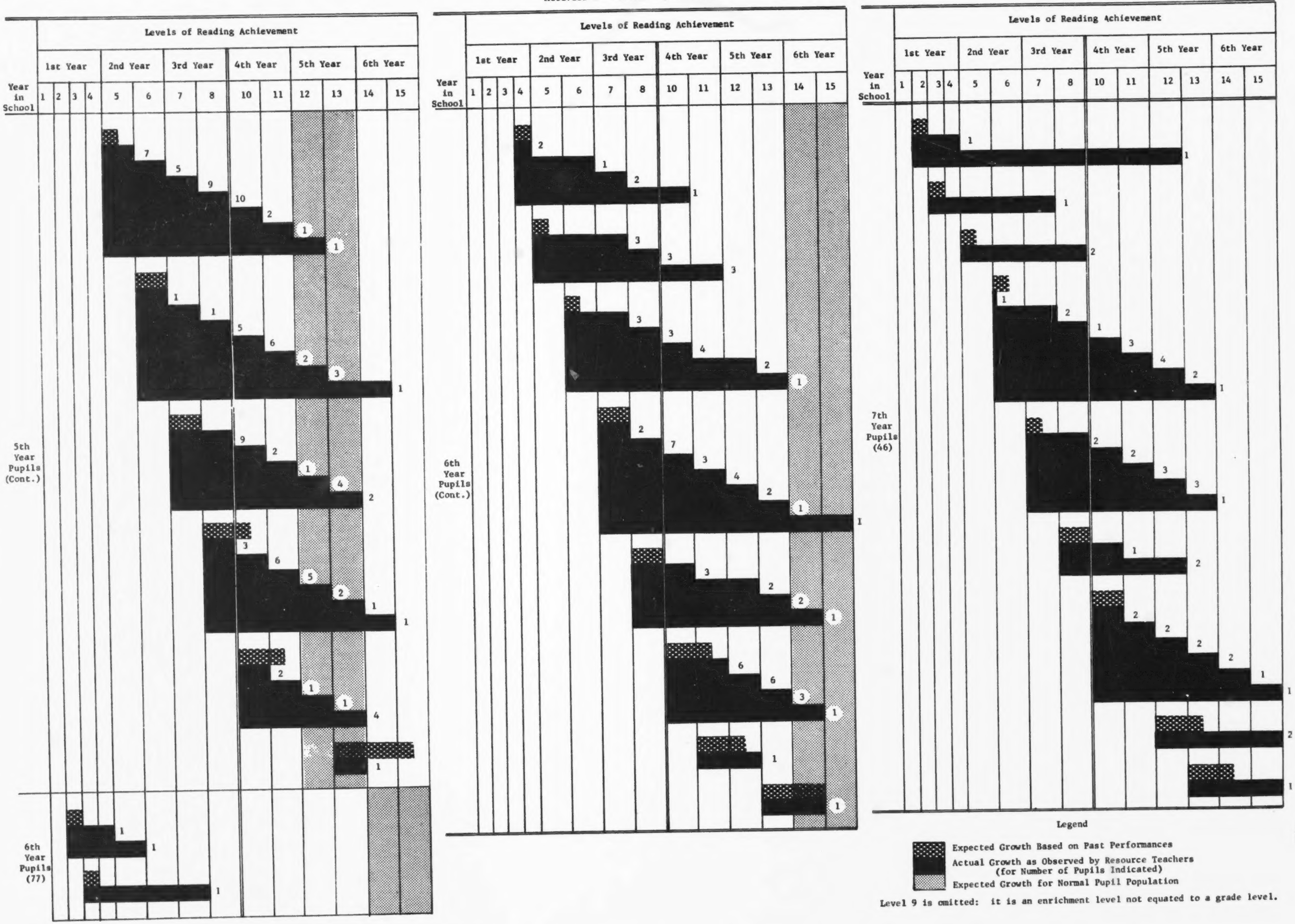
(2) Pupil progress during 1966-67 compared to previous rates of progress.

ACTIVITY 3 -- CHART 1

GROWTH IN READING ACHIEVEMENT OF PUPILS ENROLLED IN THE COMPENSATORY REMEDIAL READING PROGRAM DURING THE 1966-67 SCHOOL YEAR AS REPORTED BY THE RESOURCE READING TEACHERS IN TERMS OF READING LEVELS



ACTIVITY 3 -- CHART 1 (Continued)



Level 9 is omitted: it is an enrichment level not equated to a grade level.

596 of the 642 pupils were in their second year of elementary school (this excluded 46 kindergarten and first-year pupils). It was possible to estimate expected growth patterns for these pupils on the basis of the previous growth in reading. Such estimates of expected growth were then compared to the actual growth realized by these pupils as reported by the resource teachers:

(a) 530 of the 596 pupils (88.9%) exceeded their expected growth patterns as estimated on the basis of their past performance.

(b) 54 of the 596 pupils (9.1%) maintained their previous rates of growth during the school year.

(c) 12 of the 596 pupils (2.0%) failed to progress at rates commensurate with their growth in previous years.

(3) Pupil progress compared to expected levels for the normal pupil population.

33 pupils (5.7%) of the 578 pupils of normal age for grades one through six were reported by their teachers as having actually caught up or surpassed expected reading levels for the normal pupil population.

4. Pupil growth reported by one non-public elementary school

One non-public elementary school did not report pupil growth in reading in terms of the reading levels discussed above. They did, however, submit pre and post assessments of reading achievement based upon appropriate standardized tests administered to the pupils in the classroom. These assessments, made in November, 1966, and May, 1967, were in terms of grade equivalents. Pre and post assessments were made for 21 pupils in grades two and three (primary), and for 14 pupils in grades four through six (intermediate).

The distribution of the pre and post reading assessments for these pupils is presented in Table V, by segment, in terms of grade equivalents. The following observations may be made from these data.

a. The average grade equivalent for the pupils in the primary segment increased from 2.8 to 4.7.

b. The average grade equivalent for the pupils in the intermediate segment increased from 3.1 to 4.5.

ACTIVITY 3 -- TABLE V

DISTRIBUTION OF PRE AND POST READING ACHIEVEMENT ASSESSMENTS BY SEGMENT FOR PUPILS IN THE SPECIAL READING PROGRAM OF ONE NON-PUBLIC ELEMENTARY SCHOOL

Grade Equivalent Range	Primary Segment		Intermediate Segment	
	Pre-Assessment Nov. 1966	Post-Assessment May 1967	Pre-Assessment Nov. 1966	Post-Assessment May 1967
1.2-1.4				
1.5-1.7	3			
1.8-2.0	4			
2.1-2.3	2		1	
2.4-2.6	3	1	2	
2.7-2.9	2		2	1
3.0-3.2	1	1	3	
3.3-3.5		3	5	1
3.6-3.8	1	1	1	2
3.9-4.1	3			1
4.2-4.4		1		3
4.5-4.7		6		1
4.8-5.0	2	2		
5.1-5.3				3
5.4-5.6		2		1
5.7-5.9		1		
6.0-6.2		1		1
6.3-6.5				
6.6-6.8		1		
6.9-7.1		1		
Total No.	21	21	14	14
Mean G.E.	2.8	4.7	3.1	4.5

B. Teacher evaluation

The teacher questionnaire on the compensatory education program (Exhibit C), discussed under the general evaluation of Area I activities, contained a series of items relative to the effectiveness of the resource teacher program. A review of those findings in terms of all teachers responding to these questionnaire items follows.

1. Nearly 90% of the teachers indicated the resource teachers were moderately or very effective in their assistance in the special reading programs.
2. More than 71% of the teachers reported the resource teachers were moderately or very effective in suggesting and providing materials for classroom teachers, and in the evaluation of reading growth through formal and informal tests.
3. A majority of the teachers indicated the resource teachers were moderately or very effective in suggesting techniques in reading for classroom teachers.

C. Junior high school pupil growth

The Stanford Achievement Test-Reading Subtest was administered on a pre and post basis to a sample of the pupils participating in the special reading program at the two compensatory junior high schools. The pre test was administered in the fall of 1966 in one school, and in January, 1967, in the other. Both schools administered the post test in May, 1967, thus the sample was treated as two subgroups, the half-year group (36 pupils) and the full-year group (26 pupils).

The distributions of test results in terms of grade equivalents for these two groups are presented in Table VI. Examination of this table reveals the following:

1. The Word Meaning Subtest

The average growth of the 36 pupils in the half-year program was 0.5 grade equivalents (4.1 to 4.6). This was the same as the average growth realized by the 26 pupils in the full-year program (3.6 to 4.1).

2. The Paragraph Meaning Subtest

The average growth of the 36 pupils in the half-year program was 0.9 grade equivalents (3.0 to 3.9). The 26 pupils in the full-year program realized an average growth of 0.3 grade equivalents (3.4 to 3.7).

ACTIVITY 3 -- TABLE VI

DISTRIBUTION OF PRE AND POST TEST RESULTS FOR JUNIOR HIGH SCHOOL PUPILS PARTICIPATING IN THE 1966-67 SPECIAL READING PROGRAM

Grade Equivalent Range	Half-Year Program				Full-Year Program			
	Word Meaning		Paragraph Meaning		Word Meaning		Paragraph Meaning	
	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
1.8-1.9			3					
2.0-2.1	1		4	1		1		1
2.2-2.3			4	2	1		1	
2.4-2.5	1		3	1			2	2
2.6-2.7	1	2	1	1	3	1	5	3
2.8-2.9	1		5	4			6	3
3.0-3.1	1	2	4	5	6	3		2
3.2-3.3	3	3		1	4	4	4	2
3.4-3.5	3		3	1	2		1	2
3.6-3.7	5	3	2	3	1	2	1	2
3.8-3.9	3	1	3	2	3	3		1
4.0-4.1	1	7		2				1
4.2-4.3	2	3	3	1	2	4	1	
4.4-4.5	1			1			1	1
4.6-4.7	5	3		1		2	1	
4.8-4.9	3	1		3				1
5.0-5.1		2		2	1	1		1
5.2-5.3	1	1			2	1	1	1
5.4-5.5	1		1					
5.6-5.7				2				
5.8-5.9	1	2		1				1
6.0-6.4	2	2		1	1	4	2	1
6.5-6.9		1						1
7.0-7.4		2						
7.5-7.9		1		1				
Total No.	36	36	36	36	26	26	26	26
Mean G.E.	4.1	4.6	3.0	3.9	3.6	4.1	3.4	3.7

Activity 4: Reduction of Class Size (132)

I. Objectives

It is the policy of the district to maintain a maximum pupil-teacher ratio of 1:30 for the primary grades (1-3) in the compensatory education schools. The objective of this project is to reduce the pupil-teacher ratio of all other segments within the compensatory elementary schools to a maximum ratio of 1:30. This reduction in class size was expected to upgrade the quality of education of the compensatory elementary school pupils by promoting the following objectives:

A. To improve classroom performance in reading beyond usual expectations.

B. To improve performance as measured by standardized tests.

C. To improve classroom performance in other skills beyond usual expectations.

D. To increase the pupils' expectations of success in school.

E. To increase the verbal functioning level of the pupils.

F. To affect positive behavioral changes.

II. Description

A. Facilities

Sufficient classrooms with adequate furniture and equipment were made available in all compensatory elementary schools for the reduction of class size at all levels. These facilities were provided by means of the following:

1. Portable classrooms purchased under Title I funds during the 1965-66 school year.

2. Existing district-financed portable classrooms.

3. The transfer of pupils from de facto segregated compensatory elementary schools under Project Aspiration (see Activity 7).

4. The purchase of classroom furniture and equipment under Title I funds during the 1966-67 school year.

B. Personnel and class organization

1. Sixteen teachers were employed to facilitate the reduction of class size in kindergarten and the fourth, fifth, and sixth grades.

2. Many types of class organization such as the use of related groups in certain subject areas, team teaching, the use of teacher aides and the like were used to reduce the size of classes to make the instruction more effective.

3. This activity was given additional support under S.B. 28 at the Washington, Lincoln, and Earl Warren elementary schools. This allowed the pupil-teacher ratio at these schools to be held at a maximum average of 1:25.

C. Pupil participation

Each compensatory elementary school pupil, kindergarten through sixth grade, was to be affected by this reduction of class size on a full and continuing basis.

III. Time Interval

This activity began on September 12, 1966 and continued during the school year ending June 16, 1967. The added support gained through S.B. 28 began on January 30, 1967.

IV. Evaluation Strategy

A. Average class size

The average class size for each of the compensatory elementary schools was recorded for the second and ninth school months of the 1966-67 school year. These figures were compared with the average class size for the second school month of the 1965-66 school year. The average class size for the non-compensatory elementary schools was also compared with that of the compensatory elementary schools.

B. Evaluation by teachers

The teacher questionnaire on the evaluationof the compensatory education program (Exhibit C) contained an item relative to reduced class size.

C. Evaluation by principals

The principal questionnaire on the effectiveness of the compensatory education program (Exhibit D) contained three items relative to this activity.

D. Utilization of personnel

The principal and faculty of one compensatory elementary school prepared a summary report of how this activity was implemented in their school.

E. Pupil growth

Pupil growth, as measured by pre and post standardized tests, for the three compensatory elementary schools that received further class size reduction through S.B. 28 was compared with pupil growth in other compensatory elementary schools.

V. Findings

A. Average class size

Reduction of class size in the compensatory elementary schools has been an objective of the program of compensatory education since its beginning in 1964. It has been the policy of the district to maintain a maximum pupil-teacher ratio of 1:30 for the primary grades (1-3). The basic objective of this activity was to extend this policy to include the intermediate grades (4-6).

Table I presents the average class size for the second month of the 1965-66 school year and the second and ninth months of the 1966-67 school year by segment in each of the compensatory elementary schools. Similar data are included for all compensatory, non-compensatory and district elementary schools. The change in average class size from the second month of the 1965-66 school year to the ninth month of the 1966-67 school year is recorded.

The average class size figures for the second month of the 1965-66 school year for all compensatory and district schools include American Legion Elementary School. This school was discontinued as an elementary school after the 1965-66 school year as a result of the implementation of Project Aspiration (see Activity 7).

The following observations may be made from Table I:

1. The average class size in each segment at the 13 compensatory schools was less than 30 for the ninth school month of the 1966-67 school year.

    a. The average kindergarten class size for the compensatory schools was 23.0 pupils. This was 3.9 pupils below the average for the non-compensatory schools.

    b. The average primary class size for the compensatory schools was 25.2 pupils. This was 4.5 pupils below the average for the non-compensatory schools.

    c. The average intermediate class size for the compensatory schools was 25.4 pupils. This was 6.5 pupils below the average for the non-compensatory schools.

2. The average kindergarten class size was reduced between the second month of the 1965-66 school year and the ninth month of the 1966-67 school year in 10 of the 12 schools.

ACTIVITY 4 -- TABLE I

A COMPARISON OF THE AVERAGE CLASS SIZE BY ELEMENTARY SCHOOL SEGMENT FOR COMPENSATORY, NON-COMPENSATORY, AND ALL ELEMENTARY SCHOOLS IN THE DISTRICT

	Kindergarten Segment				Primary Segment Grades 1-3				Intermediate Segment Grades 4-6			
	1965-66	1966-67			1965-66	1966-67			1965-66	1966-67		
School (Compensatory)	Second School Month (1)	Second School Month (2)	Ninth School Month (3)	Change (1)-(3)	Second School Month (1)	Second School Month (2)	Ninth School Month (3)	Change (1)-(3)	Second School Month (1)	Second School Month (2)	Ninth School Month (3)	Change (1)-(3)
Argonaut	25.0	*	*		25.6	25.4	24.8	-0.8	32.0	26.8	23.2	-8.8
Bret Harte	34.0	24.0	24.7	-9.3	28.3	27.9	28.3	0.0	32.0	29.2	29.2	-2.8
Camellia	30.5	20.0	19.7	-10.8	24.8	22.5	23.7	-1.1	33.4	27.2	24.4	-9.0
Donner	32.7	24.3	21.3	-11.4	28.7	27.0	24.2	-4.5	34.2	27.2	25.3	-8.9
Earl Warren	29.0	29.0	23.0	-6.0	29.8	26.9	25.2	-4.6	33.2	27.2	23.7	-9.5**
Elder Creek	23.0	24.0	21.5	-1.5	25.4	24.9	22.4	-3.0	31.0	22.0	24.2	-6.8
Ethel Phillips	26.7	27.2	29.8	+3.1	28.9	29.5	28.5	-0.4	35.4	28.8	26.2	-9.2
Jedediah Smith	29.0	28.5	26.2	-2.8	29.3	25.9	23.8	-5.5	30.8	28.7	27.7	-3.1
Lincoln	34.0	19.5	20.0	-14.0	29.7	25.2	20.0	-9.7	25.3	26.0	25.0	-0.3***
Maple	23.5	29.0	29.0	+5.5	32.0	29.8	29.3	-2.7	36.5	26.2	27.0	-9.5
Oak Ridge	30.3	33.3	23.2	-7.1	28.8	29.1	26.7	-2.1	32.7	26.0	27.5	-5.2
Washington	33.3	24.7	15.8	-17.5	25.0	24.4	20.9	-4.1	32.4	25.8	21.0	-11.4**
Woodbine	23.5	23.5	21.5	-2.0	26.5	30.8	29.2	+2.7	29.7	25.0	23.2	-6.5
Compensatory Schools	29.2	25.9	23.0	-6.2	28.2	26.8	25.2	-3.0	32.2	27.1	25.4	-6.8
Non-Compensatory Schools	30.6	26.9	26.9	-3.7	30.2	29.9	29.7	-0.5	33.0	32.0	31.9	-1.1
All District Elem. Schools	30.3	26.7	26.1	-4.2	29.7	29.2	28.8	-0.9	32.9	31.1	30.7	-2.2

* Kindergarten pupils transported to receiving schools under Project Aspiration (see Activity 7) during 1966-67.
** One primary, one intermediate, and one half-time kindergarten teachers were added under S.B. 28 on January 30, 1967.
*** One primary teacher was added under S.B. 28 on January 30, 1967.

   a. The average size of the kindergarten classes increased at the Ethel Phillips Elementary School by 3.1 pupils and at the Maple Elementary School by 5.5 pupils.

   b. The greatest reductions in kindergarten class size (17.5 pupils) were realized at the Washington Elementary School, where one half-time kindergarten teacher was added under S.B. 28.

   c. The average kindergarten class size for all the compensatory elementary schools was reduced by 6.2 pupils from the second school month of 1965-66 to the ninth school month of 1966-67.

3. The average primary class size was reduced between the second month of the 1965-66 school year and the ninth month of the 1966-67 school year in 11 of the 13 schools.

   a. Woodbine Elementary School showed an increase in average class size of 2.7 pupils and Bret Harte Elementary School remained the same.

   b. The greatest reduction in average class size (9.7 pupils) was realized at Lincoln Elementary School, where one primary teacher was added under S.B. 28.

   c. The average primary class size for all compensatory elementary schools was reduced by 3.0 pupils.

4. The average intermediate class size was reduced between the second month of the 1965-66 school year and the ninth month of the 1966-67 school year in each of the schools.

   a. The greatest reduction in average class size (11.4 pupils) was realized at Washington Elementary School where one intermediate teacher was added under S.B. 28.

   b. The smallest reduction in average class size (0.3 pupils) occurred at Lincoln Elementary School.

   c. The average intermediate class size for all compensatory elementary schools was reduced by 6.8 pupils.

B. Evaluation by teachers

The teacher questionnaire concerning the effectiveness of the compensatory education program (Exhibit C) contained one item relative to the reduction of class size. This questionnaire was discussed under the general evaluation of Area I activities, and a review of the findings relative to this activity shows the following:

1. 149 teachers responded to this item indicating their opinions of the effectiveness of additional teacher(s) to reduce class size.

   a. 127 (85.3%) of these teachers indicated the program was moderately or very effective.

   b. 13 (8.7%) of the teachers indicated the program was slightly or not effective, and 9 (6.0%) of the teachers indicated the reduced class size had a negative effect.

2. Of the 149 teachers responding to this item, 41 were teaching at the three schools receiving additional support under S.B. 28.

   a. 38 (92.7%) of these teachers indicated the reduced class size was moderately or very effective.

   b. The remaining 3 (7.3%) of the teachers indicated the program was slightly effective.

C. Evaluation by principals

The principal questionnaire on the effectiveness of the compensatory education program (Exhibit D) discussed under the general evaluation of Area I activities contained three items relative to the effectiveness of reduced class size. A review of those findings follows:

1. Effectiveness of reduced class size regarding the classroom instructional program.

   Of the 14 principals responding to this item, 12 (85.7%) indicated that reduced class size was very effective, and the remaining 2 (14.3%) indicated the program was moderately successful.

2. Effectiveness of reduced class size regarding positive changes in pupil interests, attitudes, and aspirations.

   14 principals responded to this item as follows:

   a. 9 (64.3%) of the principals indicated the program was very effective in this respect and 4 (28.6%) reported it to be moderately effective.

   b. The one (7.1%) remaining principal indicated the program was slightly effective.

3. Effectiveness of reduced class size regarding positive changes in teacher insights, skills, and sensitivity.

   14 principals responded to this item as follows:

   a. 11 (78.6%) of the principals indicated the program of reduced class size was very effective in this regard.

   b. 2 (14.3%) of the principals reported the program to be moderately effective, and the remaining principal indicated the program was slightly effective.

D. Utilization of personnel

The principal and staff of one public compensatory elementary school prepared a report of how this activity was implemented in their particular school in an attempt to do more than to reduce class size. A summary of that report follows.

The personnel additions provided the Bret Harte Elementary School under this activity were integrated with the regular teaching staff and allowed for a variety of staffing patterns to be employed during the 1966-67 school year. These staffing patterns were followed, rather than merely using the additional personnel to reduce class size, in order to introduce a variety of teaching techniques and procedures which would provide as much individualization as possible. The teachers of this school felt these arrangements increased their efficiency and gave them opportunities for in-depth instruction with individual children. The following staffing patterns were followed with the assistance of this activity:

1. Three team teaching units were organized

   a. One involved a master teacher and four other teachers in a physical education class for 150 children at one time. This team also worked with the same group of children (with a different teacher serving as the master teacher) in a Spanish program.

   b. A second team involved all of the eight teachers working with pupils in placement levels four through six. This team worked in the reading and arithmetic subject matter areas. The teachers worked in pairs with five or six small groups of pupils organized on the basis of the children's needs.

   c. A third team involved two teachers of pupils in placement level six. These two teachers were also members of the two previous teams and organized their "two-man" team to cover all the remaining areas of the curriculum. These two teachers arranged for large group instruction (up to sixty pupils), small group instruction (as low as ten pupils), and intermediate group instruction.

2. Utilization of resource personnel

   The school's resource teacher worked especially close with three teachers of pupils in placement level four and five in the areas of language arts and mathematics. The resource teacher worked with 12 to 14 pupils from these three classes who most needed individualized assistance in these areas while the "homeroom" teachers worked with the balance of the children in the same areas. This arrangement not only provided increased attention for the small group of pupils with the resource teacher, but reduced the class size in the "homeroom" during these periods.

3. Utilization of a teacher aide

Two teachers utilized a teacher aide in working with 60 pupils in the areas of mathematics and reading. This endeavor was most successful after the initial teacher aide was replaced by one of suitable caliber. This aide planned her activities under the direction of the teachers and worked with small groups of pupils on individual problems and follow-up activities. This situation was an excellent example of how competent and well-trained teacher aides can be of tremendous help to the children and teachers.

E. Pupil growth

The results of the standardized tests administered to all fourth, fifth, and sixth grade pupils in the thirteen public compensatory elementary schools were employed to compare pupil growth in reading, arithmetic, and language for the pupils enrolled in the three schools receiving additional support under S.B. 28 and the pupils enrolled in the remaining ten compensatory elementary schools.

The pre-test was administered in the third, fourth, and fifth grades in May of 1966, and the post-test was administered in the fourth, fifth, and sixth grades in May of 1967. Only those pupils who participated in both the pre and post testing were included in the sample. The sample from the three schools receiving support from S.B. 28 was further restricted by including only those pupils who participated in both the pre and post testing at these same schools.

Although the length of time between the pre and post test was one year (May 1966 to May 1967), it should be noted that the support under S.B. 28 began on January 30, 1967, and thus was in effect for approximately four months prior to the administration of the post test. A comparison of pupil growth in reading, arithmetic, and language, as measured by pre and post tests, for pupils enrolled in the three schools receiving support under S.B. 28 and pupils enrolled in the remaining ten schools is presented in Table II in terms of mean grade equivalents by subject area and grade level.

The following observations may be made from the data presented in Table II.

1. Pupil growth in reading

   a. The fourth grade pupils in the three schools receiving support from S.B. 28 gained 1.3 grade equivalents (3.6 to 4.9) while the fourth grade pupils in the ten remaining schools gained 1.0 grade equivalents (3.5 to 4.5).

   b. The gains made by the fifth and sixth grade pupils were virtually the same for both groups.

ACTIVITY 4 -- TABLE II

A COMPARISON OF PUPIL ACHIEVEMENT TEST RESULTS IN THE 13 PUBLIC COMPENSATORY SCHOOLS
3 RECEIVING ADDITIONAL SUPPORT TO REDUCE CLASS SIZE UNDER S.B. 28
10 NOT RECEIVING ADDITIONAL SUPPORT UNDER S.B. 28
GRADES 4, 5 AND 6 -- CALIFORNIA ACHIEVMENT TEST -- READING, ARITHMETIC, LANGUAGE

A. READING SUBTEST

	3 schools receiving support under S.B. 28		10 schools not receiving support under S.B. 28	
	Pre-Test	Post-Test	Pre-Test	Post-Test
Grade Four				
Number of pupils	74	74	378	372
Percentile rank of mean	42	54	34	42
Grade equivalent of mean	3.6	4.9	3.5	4.5
Grade Five				
Number of pupils	76	76	293	294
Percentile rank of mean	50	40	42	36
Grade equivalent of mean	4.8	5.4	4.6	5.3
Grade Six				
Number of pupils	65	65	265	266
Percentile rank of mean	31	21	36	27
Grade equivalent of mean	5.2	5.8	5.3	5.9

B. ARITHMETIC SUBTEST

	3 schools receiving support under S.B. 28		10 schools not receiving support under S.B. 28	
	Pre-Test	Post-Test	Pre-Test	
Grade Four				
Number of pupils	75	75	377	373
Percentile rank of mean	50	66	58	58
Grade equivalent of mean	3.7	5.2	3.8	5.0
Grade Five				
Number of pupils	76	76	294	293
Percentile rank of mean	52	50	62	38
Grade equivalent of mean	4.9	5.8	5.1	5.6
Grade Six				
Number of pupils	65	65	266	265
Percentile rank of mean	34	21	31	21
Grade equivalent of mean	5.6	6.2	5.5	6.2

C. LANGUAGE SUBTEST

	3 schools receiving support under S.B. 28		10 schools not receiving support under S.B. 28	
	Pre-Test	Post-Test	Pre-Test	Post-Test
Grade Four				
Number of pupils	75	75	377	373
Percentile rank of mean	40	52	36	38
Grade equivalent of mean	3.6	4.9	3.5	4.5
Grade Five				
Number of pupils	76	76	292	293
Percentile rank of mean	52	42	46	31
Grade equivalent of mean	4.9	5.6	4.7	5.3
Grade Six				
Number of pupils	65	65	265	265
Percentile rank of mean	31	16	31	18
Grade equivalent of mean	5.3	5.6	5.3	5.7

2. Pupil growth in arithmetic

   a. The fourth grade pupils in the schools receiving support under S.B. 28 gained 1.5 grade equivalents (3.7 to 5.2) while the pupils in the ten remaining schools gained 1.2 grade equivalents (3.8 to 5.0).

   b. The fifth grade pupils enrolled in the schools receiving support from S.B. 28 gained 0.9 grade equivalents (4.9 to 5.8) while the pupils in the ten remaining schools gained 0.5 grade equivalents (5.1 to 5.6).

   c. The gains made by the sixth grade pupils were virtually the same for both groups.

3. Pupil growth in language.

   a. The fourth grade pupils enrolled in the three schools receiving support under S.B. 28 gained 1.3 grade equivalents (3.6 to 4.9) while the pupils in the remaining ten schools gained 1.0 grade equivalents (3.5 to 4.5).

   b. The gains made by the fifth and sixth grade pupils were virtually the same for both groups.

Activity 5: Teacher Aides (133)

I. Objectives

This activity was

A. To provide greater opportunities for pupils to learn.

B. To provide greater opportunities for pupils to work cooperatively with other pupils.

C. To provide greater opportunities for pupils to use materials and equipment with confidence.

D. To provide greater opportunities for pupils to use adults as a source of information.

E. To improve classroom performance in reading beyond usual expectations.

F. To improve the verbal functioning level of the pupils.

G. To increase the pupils' expectations of success in school.

H. To improve the pupils' self-image.

II. Description

A. Number of teacher aides

Forty-four teacher aides were employed to serve 16 compensatory elementary schools (13 public and 3 non-public schools) and 5 compensatory secondary schools (4 public and 1 non-public schools).

B. Duties of the teacher aides

1. To assist teachers in carrying out routine duties such as

   a. Clerical record keeping

   b. Setting up equipment

   c. Arranging and distributing supplies

   d. Arranging collections and displays

   e. Operating audio-visual equipment

2. To assist teachers in the overall guidance of pupil activities involving

   a. Games

   b. Arts and crafts

c. Various recreational activities

3. To assist teachers in helping individuals and small groups to participate in follow-up classroom activities and during field trips.

C. Pupil participation

Assistance from teacher aides was to provide pupils with additional classroom services under the direction of the teacher. Such services were provided, as necessary, to large and small groups as well as to individuals through the school year.

III. Time Interval

This activity began on September 12, 1966 and continued during the school year ending June 16, 1967.

IV. Evaluation Strategy

A. Teacher questionnaire

A questionnaire was developed to assess the effectiveness of the teacher aide program (Exhibit E).

1. This questionnaire was completed in the spring of 1967 by all public and non-public compensatory elementary school teachers who received assistance from the teacher aides.

2. The questionnaire provided for a comparison of the 1965-66 and 1966-67 teacher aide programs in so far as they could be compared in light of modifications made in the 1966-67 program.

B. Evaluation by principals

Each compensatory elementary school principal was requested to complete items on the "Principal Questionnaire on the Effectiveness of the Compensatory Education Program" (Exhibit D) relative to the teacher aide program in terms of its effectiveness regarding (1) the classroom instructional program, and (2) changes in pupil attitudes, interests and aspirations.

V. Findings

A. Teacher opinions

1. Nature of the sample

All regular teachers in the public compensatory elementary schools who received the assistance of teacher aides and the resource teachers in the non-public compensatory elementary schools were asked to complete a questionnaire concerning the effectiveness of the teacher aide program (Exhibit E). Questionnaires were sent through the schools for distribution to those teachers receiving the assistance of a teacher aide.

141 questionnaires were distributed and 133 were returned for a 94.3% response. The response by teaching levels follows:

a. Kindergarten teachers: 16 forms distributed and 15 returned for a 93.8% response.

b. Primary teachers: 81 forms distributed and 74 returned for a 91.4% response.

c. Intermediate teachers: 41 forms distributed and 41 forms returned for a 100% response.

d. Resource teachers (non-public schools): 3 forms distributed and 3 forms returned for a 100% response.

Some teachers did not respond to all items on the questionnaire, thus the number of responses may vary for the different items on the questionnaire.

2. Assistance provided by the teacher aides

The questionnaire contained two questions relative to the value of the assistance provided to the teachers by the teacher aides. The responses to these questions are presented in Table I by teaching level and the total group. The following observations may be made from these data:

a. A majority of the total group of teachers indicated the support given by the teacher aide to increase opportunities for pupils to participate more effectively in specific assignments and learning tasks was very helpful. This was also true for the teachers at each level with the exception of kindergarten where 40% of the teachers indicated the support was very helpful.

b. More than two-thirds of the total group of teachers indicated the clerical and managerial assistance of the teacher aide was very helpful. This was also true for the teachers at each level with the exception of the intermediate level where 61.5% of the teachers indicated the assistance was very helpful.

3. Increased opportunities for pupil growth

The questionnaire contained six items relative to increased opportunities for pupil growth as a result of teacher aide services. The teacher responses to these items are presented in Table II by teaching level and the total group. These responses may be summarized as follows:

a. More than three-fifths of the total group of teachers indicated the opportunities for pupil growth were somewhat or greatly increased in each of the six areas. This was also true for the teachers at each level.

ACTIVITY 5 -- TABLE I

THE NUMBER AND PER CENT OF TEACHER RESPONSES BY TEACHING LEVEL CONCERNING THE ASSISTANCE PROVIDED BY TEACHER AIDES

A. KINDERGARTEN TEACHERS

	Number of Teachers	Very Helpful		Some Help		Little Help	
		No.	%	No.	%	No.	%
The support given by the teacher aide to increase opportunities for pupils to participate more effectively in specific assignments and learning tasks.	15	6	40.0	8	53.3	1	6.7
The clerical and managerial assistance of the teacher aide to enable the teacher to work more effectively in a professional capacity.	14	11	78.6	3	21.4		

B. PRIMARY TEACHERS

Number of Teachers	Very Helpful		Some Help		Little Help	
	No.	%	No.	%	No.	%
72	37	51.4	19	26.4	16	22.2
74	50	67.6	17	23.0	7	9.4

C. INTERMEDIATE TEACHERS

	Number of Teachers	Very Helpful		Some Help		Little Help	
		No.	%	No.	%	No.	%
The support given by the teacher aide to increase opportunities for pupils to participate more effectively in specific assignments and learning tasks.	39	21	53.8	14	35.9	4	10.3
The clerical and managerial assistance of the teacher aide to enable the teacher to work more effectively in a professional capacity.	39	24	61.5	12	30.8	3	7.7

D. RESOURCE TEACHERS (NON-PUBLIC SCHOOLS)

Number of Teachers	Very Helpful		Some Help		Little Help	
	No.	%	No.	%	No.	%
3	2	66.7	1	33.3		
2	2	100.0				

E. ALL TEACHERS

	Number of Teachers	Very Helpful		Some Help		Little Help	
		No.	%	No.	%	No.	%
The support given by the teacher aide to increase opportunities for pupils to participate more effectively in specific assignments and learning tasks.	129	67	51.2	42	32.5	21	16.3
The clerical and managerial assistance of the teacher aide to enable the teacher to work more effectively in a professional capacity.	129	88	67.4	32	24.8	10	7.8

ACTIVITY 5 -- TABLE II

NUMBER AND PER CENT OF TEACHER RESPONSES BY TEACHING LEVEL CONCERNING THE EFFECT OF TEACHER AIDES ON INCREASED OPPORTUNITIES FOR PUPIL GROWTH

A. KINDERGARTEN TEACHERS

Opportunities for pupils to	Number of Teachers	Greatly Increased		Somewhat Increased		Increased Slightly or Not at All	
		No.	%	No.	%	No.	%
assume responsibilities for specific tasks	14	3	21.4	6	42.9	5	35.7
work cooperatively with other children	13	4	30.8	6	46.1	3	23.1
use materials and equipment with ease	14	7	50.0	3	21.4	4	28.6
use pictures and books as sources of information	15	2	13.3	9	60.0	4	26.7
use adults as sources of assistance	13	5	38.5	6	46.1	2	15.4
improve study habits	13	1	7.7	9	69.2	3	23.1

B. PRIMARY TEACHERS

Number of Teachers	Greatly Increased		Somewhat Increased		Increased Slightly or Not at all	
	No.	%	No.	%	No.	%
68	13	19.1	32	47.1	23	33.8
71	14	19.7	40	56.3	17	24.0
67	17	25.4	29	43.3	21	31.3
66	12	18.2	27	40.9	2[illegible]	40.9
66	24	36.4	29	43.9	13	19.7
65	19	29.2	24	36.9	22	33.9

C. INTERMEDIATE TEACHERS

Opportunities for pupils to	Number of Teachers	Greatly Increased		Somewhat Increased		Increased Slightly or Not at All	
		No.	%	No.	%	No.	%
assume responsibilities for specific tasks	38	8	21.1	19	50.0	11	28.9
work cooperatively with other children	37	14	37.9	13	35.1	10	27.0
use materials and equipment with ease	36	10	27.8	16	44.4	10	27.8
use pictures and books as sources of information	36	13	36.1	12	33.3	11	30.6
use adults as sources of assistance	38	14	36.8	16	42.1	8	21.1
improve study habits	38	11	28.9	12	31.6	15	39.5

D. RESOURCE TEACHERS (NON-PUBLIC SCHOOLS)

Number of Teachers	Greatly Increased		Somewhat Increased		Increased Slightly or Not at all	
	No.	%	No.	%	No.	%
3	3	100.0				
3	2	66.7	1	33.3		
3	1	33.3	2	66.7		
3	1	33.3	2	66.7		
2	1	50.0	1	50.0		
3	2	66.7	1	33.3		

E. ALL TEACHERS

Opportunities for pupils to	Number of Teachers	Greatly Increased		Somewhat Increased		Increased Slightly or Not at all	
		No.	%	No.	%	No.	%
assume responsibilities for specific tasks	123	27	22.0	57	46.3	39	31.7
work cooperatively with other children	124	34	27.4	60	48.4	30	24.2
use materials and equipment with ease	120	35	29.2	50	41.6	35	29.2
use pictures and books as sources of information	120	28	23.3	50	41.7	42	35.0
use adults as sources of assistance	119	44	37.0	52	43.7	23	19.3
improve study habits	119	33	27.7	46	38.7	40	33.6

ACTIVITY 5 -- TABLE III

TEACHER RECOMMENDATIONS BY TEACHING LEVEL CONCERNING THE FUTURE STATUS OF THE TEACHER AIDE PROGRAM

Recommendation	Teaching Level									
	Kindergarten		Primary		Intermediate		Resource Teachers		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Continue according to current practices	6	42.9	16	22.5	7	18.9	1	33.3	30	24.0
Expand to provide more teacher aide time per teacher	8	57.1	51	71.9	28	75.7	2	66.7	89	71.2
Reduce to free additional support for other compensatory education programs			3	4.2	2	5.4			5	4.0
Eliminate to free support for other programs			1	1.4					1	0.8
Total	14	100.0	71	100.0	37	100.0	3	100.0	125	100.0

3

b. The two areas in which the teachers at all levels indicated the opportunities for pupil growth had increased most were opportunities for pupils to use adults as sources of assistance, and opportunities for pupils to work cooperatively with other pupils.

4. Future status of the teacher aide program

The teachers were asked to select one of the following phrases to express their opinion concerning the future of the teacher aide program:

(1) continue according to current practices,

(2) expand to provide more teacher aide time per teacher,

(3) reduce to free additional support for other compensatory education programs, or

(4) eliminate to free support for other programs.

The recommendations offered by the teachers are summarized in Table III. Examination of this table reveals the following:

a. More than two-thirds of the teachers at each level with the exception of kindergarten indicated the program should be expanded. 57.1% of the kindergarten teachers recommended expansion.

b. Only 6 (4.8%) of the teachers suggested reducing or eliminating the teacher aide program.

5. Comparison of 1965-66 and 1966-67 teacher aide programs

Those teachers who had the services of a teacher aide during the 1965-66 school year were asked to indicate whether or not the 1966-67 program was an improvement over the 1965-66 program. 93 teachers responded to this part of the questionnaire. 33 (35.5%) indicated the 1966-67 program was an improvement and 60 (64.5%) indicated the 1966-67 program was not an improvement.

The questionnaire provided for comments regarding the response to this question. These comments were categorized and may be summarized as follows:

a. Comments by those teachers indicating the 1966-67 program was an improvement.

(1) 12 teachers indicated the aides were better trained and/or more qualified.

(2) 6 teachers indicated the program was better organized.

(3) 3 teachers indicated that teacher aide services were provided to more teachers.

(4) 2 teachers indicated the teacher aides provided for reduced class size, and 2 teachers felt that library services had been improved.

(5) One teacher indicated improvement in the program due to the teacher aide assuming yard duties.

b. Comments by those teachers indicating the 1966-67 program was not an improvement.

(1) 30 teachers indicated they received less teacher aide time.

(2) 26 teachers felt that the teacher aides were not as well qualified and/or trained as the 1965-66 teacher aides.

(3) Each of the following comments was made by one teacher:

(a) The program was the same as the 1965-66 program.

(b) There was excessive turnover in the teacher aide personnel.

(c) The teacher aide time was not well utilized due to the transition from a graded plan of organization to a nongraded plan of organization.

B. Principal opinions

The "Principal Questionnaire on the Effectiveness of the Compensatory Education Program" (Exhibit D), discussed under the general evaluation of Area I activities contained two items relative to the teacher aide program. A review of those findings shows the following:

1. 92.9% of the principals indicated the teacher aides were moderately or very effective regarding the classroom instructional program.

2. Also, 92.9% of the principals indicated the teacher aides were moderately or very effective regarding positive changes in pupil attitudes, interests and aspirations.

Activity 6 : Instructional Media Centers

Preface: This activity was financed by Title I funds available during the 1965-66 school year. The E.S.E.A. report for that year which was issued in August, 1966, included a section on this activity. However, delays in obtaining final delivery of the materials and equipment needed for this activity during the spring semester of 1966 caused that report to be incomplete. This section has been added to this report of 1966-67 E.S.E.A. activities in order to provide a final, more complete account of this 1965-66 E.S.E.A., Title I component.

I. Objectives

The aim of this project was to improve the communication skills of compensatory elementary school pupils who exhibit such needs. It was the intent that this program would serve:

A. To improve the ability of children to communicate orally

B. To improve the ability of children to express themselves in written language

C. To extend children's attention span

D. To improve the listening comprehension of children

E. To improve children's ability to work independently

F. To improve children's ability to work with others

G. To improve children's ability to follow correct sequence and to develop ideas logically and sequentially, with clarity

H. To improve children's ability to gain information from many and varied resources

II. Description

In order to assist classroom teachers in attaining these objectives, instructional media centers were established in each of thirteen public and three non-public compensatory elementary schools. The purchasing of materials and equipment began in February, 1966, under the 1965-66 E.S.E.A. funds, but many of the items purchased were not readily available. Consequently, the program did not become fully operational until the beginning of the 1966-67 school year.

A. Materials and equipment

The types of equipment and materials furnished to each school are listed on the following page. Due to the differences in enrollments at the various schools, the exact number of items provided varied from school to school. The range in the numbers of those items is presented below:

Item	Quantity
tape recorders	2-5
listening centers	2-5
filmstrip projectors	2-6
table-top viewing screens	2-6
record player	1
overhead projectors	1-3
audio-visual carts	4-9
tilt viewing screens	1-3
5" magnetic recording tapes	45-100
filmstrips	53
records	28
study prints	6 sets
transparency masters	20 sets
books	84

These media were assembled in a central location at each compensatory elementary school and were available to all teachers in each school. Materials and equipment were purchased for the American Legion Elementary School, but this school was abandoned as an elementary school after the 1965-66 school year under the plan to alleviate de facto segregation. The equipment and materials purchased for this school were housed in the district audio-visual center. These instructional media were made available to the compensatory elementary schools on a loan basis and were used by the traveling resource teachers for the Project Aspiration pupils. (See Activity 7)

B. In-Service training

A demonstration of the utilization of equipment and materials in the instructional media program was held for principals and resource teachers in February of 1967. Follow-up demonstrations in classrooms of compensatory schools were held upon the request of building principals.

The district reading resource teacher and the demonstration teachers have stressed the use of these materials as they circulated from school to school.

III. Time Interval

This activity began in February, 1966, with the purchasing of equipment, but it did not become fully operational until the beginning of the 1966-67 school year. It continued through the 1966-67 school year ending on June 16, 1967.

IV. Evaluation Strategy

A. Evaluation by teachers

A questionnaire was developed to determine the degree of utilization of the instructional media centers and to assess the effectiveness of the instructional media materials and equipment in terms of the objectives of the activity (Exhibit J).

B. Evaluation by principals

Each compensatory elementary school principal was requested to complete items on the principals' questionnaire on the effectiveness of the compensatory education program (Exhibit D) relative to the instructional media center in terms of its effectiveness regarding (1) the classroom instructional program, (2) changes in pupil attitudes, interests, and aspirations, and (3) changes in teacher insights, skills, and sensitivity.

V. Findings

A. Evaluation by teachers

1. Nature of the sample

During the first week of April, 1967, all regular teachers for kindergarten through grade six and all resource teachers in the thirteen public and three non-public compensatory elementary schools were asked to complete the Teacher Evaluation Checklist on the Instructional Media Program for Compensatory Elementary Schools (Exhibit J). The checklist was distributed through the schools to 219 teachers. 179 or 81.7% of the teachers returned their forms to the Planning and Research Services Office. The response by teaching levels follows:

a. Resource teachers: 17 checklists distributed and 14 returned for an 82.4% response.

b. Kindergarten teachers: 21 checklists distributed and 16 returned for a 76.2% response.

c. Primary teachers: 98 checklists distributed and 78 returned for a 79.6% response.

d. Intermediate teachers: 83 checklists distributed and 71 returned for an 85.5% response.

Some teachers did not respond to all items on the checklist, thus the number of responses may vary for the different items on the checklist.

ACTIVITY 6 -- TABLE I

NUMBER AND PER CENT OF RESPONSES BY TEACHERS, ACCORDING TO TEACHING LEVEL, CONCERNING THE USE OF THE INSTRUCTIONAL MEDIA CENTER

A. RESOURCE TEACHERS

Equipment and Materials	Number of Teachers	Often		Frequently		Never	
		No.	%	No.	%	No.	%
Tape Recorder	14	10	71.4	4	28.6		
Listening Center	14	5	35.7	7	50.0	2	14.3
Overhead Projector	13	4	30.8	6	46.1	3	23.1
Filmstrip Projector	14	11	78.6	3	21.4		
Record Player	14	10	71.4	4	28.6		
Audio-visual Materials	14	11	78.6	3	21.4		
Library Books	14	14	100.0				

B. KINDERGARTEN TEACHERS

Equipment and Materials	Number of Teachers	Often		Frequently		Never	
		No.	%	No.	%	No.	%
Tape Recorder	15	2	13.3	7	46.7	6	40.0
Listening Center	16	4	25.0	6	37.5	6	37.5
Overhead Projector	15	2	13.3	5	33.3	8	53.4
Filmstrip Projector	15	9	60.0	6	40.0		
Record Player	15	13	86.7	2	13.3		
Audio-visual Materials	15	8	53.3	6	40.0	1	6.7
Library Books	15	7	46.7	6	40.0	2	13.3

C. PRIMARY TEACHERS

Equipment and Materials	Number of Teachers	Often		Frequently		Never	
		No.	%	No.	%	No.	%
Tape Recorder	70	23	32.9	35	50.0	12	17.1
Listening Center	68	18	26.5	26	38.2	24	35.3
Overhead Projector	68	13	19.1	29	42.7	26	38.2
Filmstrip Projector	73	55	75.3	17	23.3	1	1.4
Record Player	72	57	79.1	12	16.7	3	4.2
Audio-visual Materials	75	56	74.6	17	22.7	2	2.7
Library Books	75	52	69.3	20	26.7	3	4.0

D. INTERMEDIATE TEACHERS

Equipment and Materials	Number of Teachers	Often		Frequently		Never	
		No.	%	No.	%	No.	%
Tape Recorder	70	24	34.3	31	44.3	15	21.4
Listening Center	64	11	17.2	22	34.4	31	48.4
Overhead Projector	69	32	46.4	17	24.6	20	29.0
Filmstrip Projector	71	37	52.1	25	35.2	9	12.7
Record Player	71	37	52.1	29	40.9	5	7.0
Audio-visual Materials	70	39	55.7	28	40.0	3	4.3
Library Books	69	41	59.4	24	34.8	4	5.8

2. Frequency of utilization of equipment and materials

The teachers were asked to indicate the extent to which they made use of the equipment and/or materials during the school year. The number and per cent of the responses by the teachers are presented in Table I according to teaching level. The following observations may be made from these data:

a. Nearly all of the resource teachers indicated they had used all of the equipment and materials often or frequently. One exception was the overhead projector. 23.1% of the resource teachers indicated they had never used this item. (Table I-A)

b. Most of the kindergarten, primary, and intermediate teachers indicated often or frequent use of all items except the tape recorder, listening center, and overhead projector. However, even these items were used frequently or often by a majority of the teachers, with one exception (kindergarten teachers and the overhead projector).

   Those items used most by these teachers were as follows:

   (1) Kindergarten teachers: (Table I-B)

      (a) 100.0% indicated they used the filmstrip projector frequently or often.

      (b) 100.0% indicated they used the record player frequently or often.

      (c) 93.3% indicated they used the audio-visual materials frequently or often.

      (d) 86.3% indicated they used the library books frequently or often.

   (2) Primary teachers: (Table I-C)

      (a) 98.6% indicated they used the filmstrip projectors frequently or often.

      (b) 97.3% indicated they used the audio-visual materials frequently or often.

      (c) 96.0% indicuated they used the library books frequently or often.

      (d) 95.8% indicated they used the record player frequently or often.

ACTIVITY 6 -- TABLE II

NUMBER AND PER CENT OF RESPONSES BY TEACHERS, ACCORDING TO TEACHING LEVEL, CONCERNING THE EFFECTIVENESS OF THE INSTRUCTIONAL MEDIA PROGRAM

A. RESOURCE TEACHERS

Objective	Number of Teachers	Very Helpful		Moderately Helpful		Little or No Help	
		No.	%	No.	%	No.	%
Oral communication skills	14	14	100.0				
Written communication skills	14	4	28.6	10	71.4		
Attention span	14	10	71.4	4	28.6		
Listening comprehension	14	10	71.4	4	28.6		
Pupil ability to work independently	14	4	28.6	8	57.1	2	14.3
Pupil ability to work cooperatively	14	8	57.1	5	35.7	1	7.2
Pupil ability to use various resources	14	5	35.7	8	57.1	1	7.2
Pupil motivation	14	12	85.7	2	14.3		
Reading skills	14	12	85.7	2	14.3		

B. KINDERGARTEN TEACHERS

Objective	Number of Teachers	Very Helpful		Moderately Helpful		Little or No Help	
		No.	%	No.	%	No.	%
Oral communication skills	15	12	80.0	3	20.0		
Written communication skills	11	1	9.1	2	18.2	8	72.7
Attention span	16	10	62.5	5	31.3	1	6.2
Listening comprehension	14	7	50.0	6	42.9	1	7.1
Pupil ability to work independently	13	2	15.4	7	53.8	4	30.8
Pupil ability to work cooperatively	13	3	23.1	9	69.2	1	7.7
Pupil ability to use various resources	11	1	9.1	6	54.5	4	36.4
Pupil motivation	14	8	57.1	6	42.9		
Reading skills	11	4	36.4	2	18.2	5	45.4

C. PRIMARY TEACHERS

Objective	Number of Teachers	Very Helpful		Moderately Helpful		Little or No Help	
		No.	%	No.	%	No.	%
Oral communication skills	74	45	60.8	26	35.1	3	4.1
Written communication skills	71	27	38.0	36	50.7	8	11.3
Attention span	74	52	70.3	15	20.3	7	9.4
Listening comprehension	73	39	53.4	31	42.5	3	4.1
Pupil ability to work independently	74	31	41.9	31	41.9	12	16.2
Pupil ability to work cooperatively	73	29	39.7	35	48.0	9	12.3
Pupil ability to use various resources	72	23	31.9	32	44.5	17	23.6
Pupil motivation	75	50	66.7	21	28.0	4	5.3
Reading skills	75	44	58.7	28	37.3	3	4.0

D. INTERMEDIATE TEACHERS

Objective	Number of Teachers	Very Helpful		Moderately Helpful		Little or No Help	
		No.	%	No.	%	No.	%
Oral communication skills	67	30	44.8	33	49.2	4	6.0
Written communication skills	68	24	35.3	34	50.0	10	14.7
Attention span	69	46	66.7	19	27.5	4	5.8
Listening comprehension	65	27	41.5	32	49.3	6	9.2
Pupil ability to work independently	64	26	40.6	28	43.8	10	15.6
Pupil ability to work cooperatively	66	26	39.4	33	50.0	7	10.6
Pupil ability to use various resources	62	19	30.7	33	53.2	10	16.1
Pupil motivation	69	43	62.3	23	33.3	3	4.4
Reading skills	68	34	50.0	31	45.6	3	4.4

(3) Intermediate teachers: (Table I-D)

(a) 95.7% indicated they used the audio-visual materials frequently or often.

(b) 94.2% indicated they used the library books frequently or often.

(c) 93.0% indicated they used the record player frequently or often.

(d) 87.3% indicated they used the filmstrip projector frequently or often.

3. Assessment of the effectiveness of the instructional media program.

The teachers who had made use of the equipment and/or materials were asked to assess their value in terms of the objectives of the program. 175 or 97.8% of the 179 teachers returning the checklist responded to this part of the form. The number and per cent of the responses by the teachers are presented in Table II according to teaching level. The following observations may be made from these data:

a. Over 90% of the resource teachers indicated the instructional media program was very helpful or moderately helpful in attaining each of the objectives listed except that of developing pupil ability to work independently. 85.7% of the resource teachers indicated the program was very or moderately helpful in attaining this objective. (Table II-A)

b. Over 90% of the kindergarten teachers indicated the instructional media program was very or moderately helpful in meeting six of the nine objectives of the program. The exceptions were as follows: (Table II-B)

(1) 69.2% indicated the program was very or moderately helpful in developing pupil ability to work independently.

(2) 63.6% indicated the program was very or moderately helpful in developing pupil ability to use various resources.

(3) 54.6% indicated the program was very or moderately helpful in improving children's reading skills.

c. More than 80% of the primary teachers indicated the instructional media program was very or moderately helpful in meeting each of the objectives listed except the development of pupil ability to use various resources. 76.4% of the primary teachers indicated the program was very or moderately helpful in attaining this objective. (Table II-C)

d. More than 80% of the intermediate teachers indicated the instructional media program was very helpful or moderately helpful in meeting each of the objectives of the program. (Table II-D)

B. Evaluation by Principals

The principal questionnaire (Exhibit D) discussed under the general evaluation of Area I activities, contained three items relative to the instructional media center. A review of those findings reveals the following:

1. All of the principals responding indicated the instructional media centers were moderately or very effective regarding the classroom instructional program.
2. 92.8% of the principals indicated the instructional media centers were moderately or very effective regarding positive changes in pupil attitudes, interests, and aspirations.
3. 84.6% of the principals reported this activity was moderately or very effective regarding positive changes in teacher insights, skills, and sensitivity.

AREA II ACTIVITIES

PROVISIONS FOR EQUAL EDUCATIONAL OPPORTUNITIES THROUGH EXTENDED SERVICES

Activity 7: An Educational Plan to Alleviate the Adverse Effects of De Facto Segregation (134)

I. Objectives

A. To raise educational opportunities of segregated children.

B. To improve performance as measured by standardized achievement tests.

C. To improve classroom performance in reading beyond usual expectations.

D. To improve classroom performance in other skill areas beyond usual expectations.

E. To improve the verbal functioning level of the children.

F. To improve the child's self-image.

G. To improve the health of the children.

H. To improve the child's expectations of success in school.

II. Description

A. Initiation and approval of a plan.

At its regular meeting on April 25, 1966, the Board of Education of the Sacramento City Unified School District adopted a plan of action for the alleviation or the elimination of the adverse effects of de facto segregation in the schools of the Sacramento City Unified School District. This action was based on the Board's policy on Equal Educational Opportunities and, admittedly, was considered a short-range plan. During the 1966-67 school year, the district, under the leadership of the Superintendent and the direction of the Assistant Superintendent for Planning and Research Services, was to continue toward the development of long-range plans in this area.

B. The plan adopted by the Board of Education.

1. Discontinued segregated schools.

a. American Legion Elementary School

This school was converted in September, 1966, to a separate facility housing a full-time continuation high school and an adult education center. The elementary pupils formerly attending the American Legion Elementary School were reassigned to other elementary schools in the district which had available classroom space and which had a small percentage of ethnic minority pupils.

ACTIVITY 7 -- TABLE I

ETHNIC DISTRIBUTION OF PUPIL POPULATION OF SENDING SCHOOLS PRIOR TO PROJECT ASPIRATION -- FALL, 1965

School	Caucasian (Not Including Mexican)		Caucasian (Mexican)		Negro		Oriental		Other Non-White		Total Number
	No.	%	No.	%	No.	%	No.	%	No.	%	
Argonaut	41	14.9	27	9.8	202	73.4	4	1.5	1	0.4	275
American Legion	111	14.1	88	11.1	568	71.9	10	1.3	13	1.6	790
Camellia	29	6.8	37	8.7	361	84.5					427
Donner	108	20.4	46	8.7	347	65.5	8	1.5	21	3.9	530
Elder Creek	64	17.1	90	24.0	211	56.3	4	1.0	6	1.6	375
District Totals	19,387	67.5	2,791	9.7	3,869	13.5	2,251	7.8	445	1.5	28,743

b. Argonaut Elementary School

The kindergarten pupils at the Argonaut Elementary School also were reassigned to other schools in its vicinity in September, 1966. The entire elementary school population of the Argonaut Elementary School is to be assigned to these other attendance areas in September, 1967.

2. Remaining segregated schools (three schools)

The attendance areas of the Camellia, Donner, and Elder Creek elementary schools were reduced by redrawing their attendance boundaries so that the population served would match the available permanent classroom facilities in these schools. The attendance areas removed from these three elementary schools were reassigned to other elementary schools which had small percentages of ethnic minority pupils and adequate classroom space.

3. The ethnic composition of these five project schools.

Data regarding the ethnic composition of the pupil populations of these five project schools in the fall of 1965 are presented in Table I.

4. Features of Project Aspiration

a. Financial arrangements

The total program of Project Aspiration was financed during the 1966-67 school year by funds available through the Elementary and Secondary Education Act, Title I, the Economic Opportunity Act, and district resources.

b. Personnel

Four language arts specialists were assigned to the schools receiving the pupils transferred from the five project schools. These specialists concentrated on the language arts deficiencies of the transferred pupils. All materials, supplies, books, services, and equipment enumerated for use by Reading Resource Teachers were available to these teachers for use. In addition, these personnel were supported by Home Visitors from the sending neighborhoods and two Elementary School Counselors assigned to this project.

c. Pupils

Approximately, 1,000 pupils were transferred from the five project schools to nineteen receiving schools.

d. Program elements

(1) Regular compensatory education activities

The transferred pupils were to continue to receive the extra assistance provided pupils remaining in compensatory education schools:

(a) study trips.

(b) audiometric services.

(c) after school study centers.

(d) in-service training programs for the receiving teachers.

(2) Additional special activities

Because of the increased distances these pupils would have to travel to and from school, the following special services were provided:

(a) bus transportation was provided for those integrated project pupils who were transferred to receiving schools which were beyond reasonable walking distances from their homes. This transportation was provided during the regular school year and during the six week primary summer school program.

(b) a free lunch program was available for pupils in financial need.

These latter two features are reported upon separately in this report under Activity 8 and Activity 9.

III. Time Interval

This activity began in September of 1966 and continued until the end of the school year on June 16, 1967, and on a partial basis during the summer session.

IV. Evaluation Strategy

A. Definition of terms

1. The pupils involved in Project Aspiration

a. "Integrated project pupils" -- those pupils from the attendance areas reassigned from the five de facto segregated, project schools to schools with small minority group populations.

b. "Non-integrated project pupils" -- those pupils from the attendance areas still assigned to the three remaining de facto segregated, project schools.

c. "Integrated resident pupils" -- those pupils from the original attendance areas of the "receiving" schools with small minority group populations.

2. The schools involved in Project Aspiration

   a. "Sending schools" -- those five de facto segregated schools which had all or portions of their attendance areas reassigned to schools with small minority group populations. These five schools are also classified as follows:

      (1) "discontinued sending schools" -- the two sending schools which were no longer to continue as elementary schools.

         (a) American Legion School

         (b) Argonaut School

      (2) "remaining sending schools" -- the three sending schools which had only portions of their attendance areas reassigned to "receiving schools" and which will continue as neighborhood, compensatory elementary schools.

         (a) Camellia Elementary School

         (b) Donner Elementary School

         (c) Elder Creek Elementary School

   b. "Receiving schools" -- those schools with small minority group populations to which attendance areas of sending schools were reassigned (19 schools).

B. Limitations of the evaluation

1. A sampling approach was to be employed in the assessment of this project. This was considered more desirable than any attempt to assess the program in terms of all the pupils involved (a potential total of approximately 10,700 pupils in all three classifications).

2. The matched-pairs of integrated and non-integrated project pupils established involved only pupils of and from the three remaining sending schools. The pupils of American Legion and Argonaut assigned to receiving schools had no neighborhood peers remaining in de facto segregated school environments.

3. This assessment did not attempt to consider, to any significant degree, the effects of this project upon the attitudes of pupils, parents, or teachers regarding social, racial, economic, or cultural concerns.

C. Nature of the sample

1. Total sample (as anticipated in June, 1966)

	K	1-3	4-6	Spec. Ed.	Total
a. Integrated project pupils	205	430	499	41	1,075
b. Non-integrated project pupils	181	699	533	0	1,413
c. Integrated resident pupils	1,265	3,540	3,277	112	8,194
Total	1,651	4,669	4,209	153	10,682

2. Research sample -- 3 basic groups

a. Group A -- Grade 2, 3, 4, 5, 6 pupils during 1966-67

(1) Experimental Group (A) -- the integrated project pupils reassigned from the three remaining sending schools to five receiving schools.

(2) Control Group (MA) -- the non-integrated project pupils still attending the three remaining sending schools: (source of matched-pairs for experimental group pupils).

b. Groups B and C -- Grades 2, 3, 6 pupils during 1966-67

(1) The pupils for these groups will be from two receiving schools accepting pupils from the former American Legion attendance area -- a discontinued sending school.

(2) Group B -- the integrated resident pupils from the original attendance areas of these receiving schools.

(3) Group C -- the integrated project pupils reassigned to the two receiving schools from American Legion School.

D. Sources of data and methods of procedure

1. Group A -- Experimental Group A versus Control Group MA

a. Pre-tests for matching pupils (Matching criteria: age, sex, ethnic classification, reading achievement pre-test results).

(1) SAT - Reading -- spring, 1966: grades 1 and 2

(2) CAT - total battery -- spring, 1966: grades 3, 4 and 5

b. Post-tests for differences in gains in achievement between matched-pairs

(1) SAT - Reading -- spring, 1967: grades 2 and 3

(2) CAT - total battery -- spring, 1967: grades 4, 5, and 6.

2. Group B and Group C

   a. Pre-tests for base line data (no matching of pupils)

      (1) SAT - Reading -- spring, 1966: grades 1 and 2

      (2) CAT - Total battery -- fall, 1965: grade 5

   b. Post-tests for measurements of pupil growth and changes in academic status

      (1) SAT - Reading -- spring, 1966: grades 2 and 3

      (2) CAT - total battery -- spring, 1967: grade 6

3. Other sources of data

   a. Attendance and report card data for comparisons in terms of rates of attendance and grade point averages in reading and arithmetic between the 1965-66 and 1966-67 school years for the integrated project pupils of groups A and C.

   b. Teacher questionnaire -- to be employed in the 7 receiving schools involved in this study. This instrument will seek teacher opinions regarding integrated project and resident pupils and any changes realized in their

      (1) attitudes toward other pupils

      (2) interest in school

      (3) opinions of self.

   c. Parent questionnaire - to seek opinions from the parents of the integrated project pupils in the 7 receiving schools concerning the effects of the project upon their children.

   d. The special counselors assigned to this project submitted an outline regarding the nature of the services they provided. These services are to be described briefly in this report.

V. Findings

A. Standardized test results

1. Ability and/or achievement test results for matched-pair sample (Group A-MA)

The integrated project pupils from the three remaining sending schools were transferred to five receiving schools (Group A). The non-integrated project pupils remaining in these three sending schools provided a group of pupils with which the Group A pupils could be compared. Both groups of pupils participated in pre and post standardized ability and/or achievement tests.

ACTIVITY 7 -- TABLE II

A COMPARISON OF THE DIFFERENCES IN PRE AND POST TEST READING ACHIEVEMENT SCORES BETWEEN INTEGRATED PROJECT PUPILS (GROUP A) AND THEIR MATCHED PAIRS OF NON-INTEGRATED PROJECT PUPILS (GROUP MA)

PRIMARY PUPILS (GRADES 2-3)

PRE-TEST: MAY, 1966 --- POST-TEST: MAY, 1967

	Reading Ach.	
	Group A	Group MA
Number of Matched Pairs	32	
Pre-Test: Mean G.E. Score	1.96	1.94
Post-Test: Mean G.E. Score	2.71	2.65
Gains in Mean G.E. Score	+0.75	+0.71
Differences in Gains (A-MA)	+0.04	
ΣD	+1.3	
D	+0.04	
SD	0.52	
$S_{\overline{D}}$	0.09	
t - ratio	+0.444	
Level of Significance	Not Significant	

ΣD = Sum of differences in gains

$\overline{D} = \frac{\Sigma D}{N}$, Mean differences in gains

$S_D = \frac{1}{N}\sqrt{N\Sigma D^2-(\Sigma D)^2}$, Standard deviation of the differences in gains

$S_{\overline{D}} = \frac{S_D}{\sqrt{N-1}}$, Standard error of mean differences in gains

t - ratio = $\frac{\overline{D}}{S_{\overline{D}}}$

The pre tests were administered in late May of 1966, and the post tests were administered in late May of 1967. The primary pupils (grades 2-3) were given the Stanford Reading Tests (SAT) and the intermediate pupils were given the California Test of Mental Maturity (CTMM) and the California Achievement Test (CAT).

Pre test results were employed to match Group A pupils with their non-integrated peers in their sending schools. The matching criteria employed were (1) sending school affiliation, (2) ethnic classification, (3) sex, (4) age, (5) pre test reading achievement levels, and (6) (in the case of intermediate pupils) total ability. The non-integrated project pupils matched with Group A (integrated project) pupils were designated as Group MA.

The total number of pupils potentially available for groups A and MA, according to available post test data was as follows:

Segment	Group A	Group MA
Primary (2-3)	45	217
Intermediate (4-6)	80	408

However, complete pre and post test data were not available for all these pupils and no suitable matches could be found for some of the Group A pupils. The final matched-pair samples were as follows:

primary sample -- 32 matched pairs
intermediate sample -- 43 matched pairs.

a. Primary sample (grades 2-3)

Table II presents summary data for the pre and post test comparisons of the matched-pairs of primary pupils. These data show the following:

(1) The two groups of matched-pairs (groups A and MA) were very similar in terms of their mean grade equivalent scores on the pre tests in reading.

(2) The gains in mean grade equivalent scores made one year later by the integrated project pupils (Group A) were slightly larger than those made by their non-integrated matched peers (Group MA).

(3) This difference (+0.04 G.E. mean differences in gains) was not found to be statistically significant.

ACTIVITY 7 -- TABLE III

A COMPARISON OF THE DIFFERENCES IN PRE AND POST-TEST ABILITY AND ACHIEVEMENT TEST SCORES BETWEEN INTEGRATED PROJECT PUPILS (GROUP A) AND THEIR MATCHED PAIRS OF NON-INTEGRATED PROJECT PUPILS (GROUP MA)

INTERMEDIATE GRADE PUPILS (GRADES 4-6)

PRE-TEST: MAY, 1966 POST-TEST: MAY, 1967

A. ABILITY TEST SCORES
(CALIFORNIA TEST OF MENTAL ABILITY)

	Language		Non-Language		Total Ability	
	Group A	Group MA	Group A	Group MA	Group A	Group MA
Number of Matched Pairs	43		43		43	
Pre-Test: Mean I.Q. Score	99.58	102.33	102.98	100.12	101.21	101.26
Post-Test: Mean I.Q. Score	98.02	98.00	101.91	101.33	99.98	99.53
Gains in Mean Score	-1.56	-4.33	-1.07	+1.21	-1.23	-1.73
Differences in Gains (A-MA)	+2.77		-2.28		+0.50	
ΣD	+119		-98		+21	
$\overline{D}$	+2.77		-2.28		+0.49	
s_D	15.44		18.98		13.34	
$s_{\overline{D}}$	2.38		2.93		2.06	
t-ratio	+1.164		-0.778		+0.238	
Level of Significance	Not Significant		Not Significant		Not Significant	

B. ACHIEVEMENT TEST SCORES
(CALIFORNIA ABILITY TEST)

	Reading		Arithmetic		Language	
	Group A	Group MA	Group A	Group MA	Group A	Group MA
Number of Matched Pairs	43		43		43	
Pre-Test: Mean G.E. Score	4.35	4.29	4.57	4.60	4.49	4.40
Post-Test: Mean G.E. Score	5.20	5.07	5.54	5.45	5.24	5.12
Gains in Mean Score	+0.85	+0.78	+0.97	+0.85	+0.75	+0.72
Differences in Gains (A-MA)	+0.07		+0.12		+0.03	
ΣD	+2.8		+4.8		+1.6	
$\overline{D}$	+0.07		+0.11		+0.04	
s_D	0.83		0.84		0.86	
$s_{\overline{D}}$	0.128		0.130		0.133	
t-ratio	+0.547		+0.846		+0.301	
Level of Significance	Not Significant		Not Significant		Not Significant	

b. Intermediate sample (grades 4-6)

Table III presents summary data for the pre and post test comparisons of the matched-pairs of intermediate pupils. These data show the following:

(1) Ability test results (Table III-A)

(a) The two groups of matched pairs (groups A and MA) were very similar in terms of their mean total ability scores on the pre tests. However, small differences were noted between the matched-pair groups in terms of the CTMM subtests.

- The non-integrated project pupils (Group MA) scored on the average slightly higher on the language subtest of the CTMM.
- The integrated project pupils (Group A) scored, on the average, slightly higher on the non-language subtest.

(b) The mean I.Q. scores obtained one year later were

- slightly lower for both groups on the language subtest,
- slightly lower for Group A on the non-language subtest,
- slightly higher for Group MA on the language subtest, and
- slightly lower for both groups on the total test.

(c) The mean differences in gains between the two groups were slight and favored

- the integrated project pupils (Group A) on the language subtest,
- the non-integrated project pupils (Group MA) on the non-language subtest, and
- the integrated project pupils (Group A) on the total test.

(d) The mean differences in gains were not found to be statistically significant.

(2) Ability test results (Table III-B)

(a) The two groups of matched pairs were very similar in terms of their mean grade equivalent scores on the pre tests in reading, arithmetic and language.

(b) The gains in mean grade equivalent scores made one year later by the integrated project pupils (Group A) were slightly larger than those made by their non-integrated matched peers (Group MA). This was true in terms of all three subtests: reading, arithmetic, and language.

(c) These mean differences in gains in grade equivalent scores, favoring the integrated project pupils (Group A), were not found to be statistically significant:

+0.07 G.E. in reading,
+0.11 G.E. in arithmetic, and
+0.04 G.E. in language.

c. Summary of matched-pair data

The integrated project pupils (Group A) were matched with non-integrated project pupils in the same sending schools from which they were transferred. One year later, the integrated project pupils scored at higher levels on all the tests employed and made larger gains in all areas except the non-language ability subtest. However, none of the differences noted were found to be statistically significant.

These results, although inconclusive, were encouraging. This was the first year of Project Aspiration. It may be that the small difference noted this first year will continue and become statistically significant in two, three, or more years.

2. Standardized test results for Group B pupils. (Integrated resident pupils in two selected receiving schools for the discontinued sending school -- American Legion Elementary School: see IV-C-2-b.)

The integrated resident pupils in the second, third and sixth grades of two selected receiving schools for the discontinued American Legion Elementary School also participated in the state and special testing program employed in this evaluation effort regarding the effects of Project Aspiration.

The pre tests for the second and third grade pupils were accomplished late in May of 1966 under the state mandated testing program for grades one and two. The tests employed were appropriate forms of the Stanford Reading Test (SAT). The pre tests for the sixth grade pupils were accomplished in late October of 1965 under the state mandated testing program for grade five. The tests employed were the reading, arithmetic, and language subtests of the California Achievement Test (CAT). The post tests were accomplished in late May of 1967 by means of the state mandated testing program for pupils in grades two and three involving the SAT and by means of special testing for pupils in grade five involving the CAT.

Pre and post test data were available for 241 integrated resident pupils: 80 second grade pupils, 78 third grade pupils, and 83 sixth grade pupils. The pre and post test data for these pupils are presented in Table IV. These data show the following:

a. The second grade pupils' average grade equivalent score in reading progressed from 2.0 to 2.9. This was an average gain of 0.9 grade levels in one school year.

b. The third grade pupils' average grade equivalent score in reading progressed from 2.9 to 3.8. This was an average gain of 0.9 grade levels in one school year.

c. The sixth grade pupils' average grade equivalent score progressed

    (1) in reading, from 5.8 to 6.6. This was an average gain of 0.8 grade levels in 1.7 school years.

    (2) in arithmetic, from 5.7 to 6.8. This was an average gain of 1.1 grade levels in 1.7 school years.

    (3) in language, from 5.7 to 6.1. This was an average gain of 0.4 grade levels in 1.7 school years.

3. Standardized test results for Group C pupils. (Integrated project pupils at two selected receiving schools from a discontinued sending school -- American Legion Elementary School: see IV-C-2-b.)

The integrated project pupils from the discontinued American Legion Elementary School had no neighborhood peers remaining in de facto segregated schools with which they could be matched and compared. The second, third and sixth grade integrated

ACTIVITY 7 -- TABLE IV

FREQUENCY DISTRIBUTIONS OF PRE AND POST TEST RESULTS FOR INTEGRATED RESIDENT PUPILS IN GRADES 2, 3, AND 6 AT TWO SELECTED RECEIVING SCHOOLS (GROUP B)

Grade Equivalent Range	Level (Grade) 2		Level (Grade) 3		Level (Grade) 6 -- CAT					
	Reading Test--SAT		Reading Test--SAT		Reading Tests		Arithmetic Tests		Language Tests	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1.0-1.2	4	1								
1.3-1.5	10	4	2							
1.6-1.8	26	5	13	2						
1.9-2.1	17	7	6	2			1			
2.2-2.4	7	5	3	6						
2.5-2.7	11	8	8	5					1	
2.8-3.0	2	13	13	5					1	1
3.1-3.3		8	6	7			1			
3.4-3.6	3	12	15	7	1	1	1	1	2	1
3.7-3.9		8	7	11	5		1		4	3
4.0-4.2		5	3	10	6		2	2		2
4.3-4.5		3		4	7	6	1		5	2
4.6-4.8				5	2	2	4	4	5	5
4.9-5.1		1	1	7	4	5	7	3	3	1
5.2-5.4					9	4	10		9	7
5.5-5.7			1	2	7	5	11	3	9	6
5.8-6.0				1	5	2	13	8	8	6
6.1-6.3				2	4	8	12	6	9	9
6.4-6.6				1	7	6	7	7	10	6
6.7-6.9				1	5	7	9	11	3	9
7.0-7.2					5	7	3	8	7	8
7.3-7.5					8	5		5	2	6
7.6-7.8					2	10		8	1	3
7.9-8.1					4	7		9	1	1
8.2-8.4						3		7		4
8.5-8.7						1				
8.8-9.0						2		1		
Number of Pupils	80	80	78	78	81	81	83	83	80	80
%ile Rank of Mean	56	52	50	48	73	46	69	50	73	33
Mean G.E.	2.0	2.9	2.9	3.8	5.8	6.6	5.7	6.8	5.7	6.1

pupils at two of the ten receiving schools for the American Legion School participated in the state and special standardized testing program employed in this evaluation effort.

The pre tests for the second and third grade pupils were accomplished late in May of 1966 under the state mandated testing program for grades one and two. The tests employed were appropriate forms of the Stanford Reading Test (SAT). The pre tests for the sixth grade pupils were accomplished late in October of 1965 under the state mandated testing program for grade five. The tests employed were the reading, arithmetic and language subtests of the California Achievement Test (CAT). The post tests were accomplished late in May of 1967 by means of the state mandated testing program for grades two and three involving the SAT and by means of special testing for pupils in grade six involving the CAT.

Complete pre and post-test data were available for 58 integrated project pupils from the American Legion School attending the two selected receiving schools: 11 second grade pupils, 23 third grade pupils, and 24 sixth grade pupils. The pre and post-test data for these pupils are presented in Table V. These data show the following:

a. The second grade pupils' average grade equivalent score in reading progressed from 1.4 to 2.2. This was an average gain of 0.8 grade levels in one school year.

b. The third grade pupils' average grade equivalent score in reading progressed from 1.9 to 2.7. This also was an average gain of 0.8 grade levels in one school year.

c. The sixth grade pupils' average grade equivalent scores progressed

    (1) in reading, from 4.3 to 5.6. This was an average gain of 1.3 grade levels in approximately 1.7 school years.

    (2) in arithmetic, from 5.0 to 5.9. This was an average gain of 0.9 grade levels in approximately 1.7 school years.

    (3) in language, from 4.6 to 5.5. This also was an average gain of 0.9 grade levels in approximately 1.7 school years.

ACTIVITY 7 -- TABLE V

FREQUENCY DISTRIBUTIONS OF PRE AND POST TEST RESULTS FOR INTEGRATED PROJECT PUPILS IN GRADES 2, 3, AND 6 AT TWO SELECTED RECEIVING SCHOOLS (GROUP C)

Grade Equivalent Range	Level (Grade) 2		Level (Grade) 3		Level (Grade) 6 -- CAT					
	Reading Test--SAT		ReadingTest--SAT		Reading Tests		Arithmetic Tests		Language Tests	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1.0-1.2	2		3							
1.3-1.5	4		2							
1.6-1.8	5	5	7	2						
1.9-2.1		1	7	8						
2.2-2.4		2	1							
2.5-2.7			2	3						
2.8-3.0		2		3		1	1			
3.1-3.3				2	2				1	
3.4-3.6		1		4	4		1		3	
3.7-3.9					3				2	1
4.0-4.2			1		3	2	2		1	1
4.3-4.5					4	1	2	1	7	
4.6-4.8					2	1	2		1	2
4.9-5.1					2	4	1	1	3	5
5.2-5.4					2	2	9	3	2	3
5.5-5.7					1	2	3	5	3	4
5.8-6.0					1	3	2	3		1
6.1-6.3						2	1	6	1	4
6.4-6.6				1		2		2		
6.7-6.9						2		2		2
7.0-7.2						2				
7.3-7.5								1		
7.6-7.8										1
Number of Pupils	11	11	23	23	24	24	24	24	24	24
%ile Rank of Mean	4	20	6	12	24	18	40	12	27	14
Mean G.E.	1.4	2.2	1.9	2.7	4.3	5.6	5.0	5.9	4.6	5.5

B. Resource teacher assessments of pupil growth in reading

Each of the 15 receiving schools with integrated project pupils above the kindergarten level was provided the part-time services of a resource reading teacher. These teachers were to work with those integrated project pupils in need of special assistance in reading and were, actually, a part of the E.S.E.A. compensatory education program described in Activity 3 of this report.

The resource teachers submitted reading level assessments for their pupils early in October and again in early June of the 1966-67 school year. (Please see Activity 3 for a complete description of these pupil assessment procedures.) Beginning and ending reading level assessments were reported for 181 integrated project pupils. These assessments are presented in Table VI. In summary, the data in Table VI indicated the following:

1. No kindergarten or first year primary (first grade) integrated project pupils participated in the resource teacher program for the entire year.

2. The average growth for the age-placement groups varied from 1.6 grade equivalents (third age-placement group) to 2.2 grade equivalents (over elementary school age group).

3. The average grade equivalent assessment for the entire group increased from 1.7 to 3.5.

C. Report card data

The original evaluation plans to collect report card grade information on the integrated project pupils before and after the introduction of Project Aspiration were complicated by the introduction of another, district-wide program. A few years ago, our district began organizing its elementary schools according to the nongraded plan of organization. Last year (1965-66), 21 elementary schools were nongraded in the primary segment (grades 1-3) -- this year, 31 additional schools introduced the nongraded plan at these levels. Last year, 2 schools were nongraded in the intermediate segment (grades 4-6) -- this year, 22 additional schools introduced the nongraded plan at these levels.

A new report card system is part of the nongraded plan. Report card data under the graded plan is not comparable to that available under the nongraded plan. The only report card data which could be used in this report regarding the integrated project pupils at the seven selected receiving schools involved 91 intermediate grade pupils (grades 4, 5 and 6) under graded plans of organization last year and this year.

ACTIVITY 7 -- TABLE VI

DISTRIBUTION OF INTEGRATED PROJECT PUPILS IN THE REMEDIAL READING PROGRAM ACCORDING TO BEGINNING AND ENDING READING LEVELS FOR 1966-67 BY AGE PLACEMENT LEVELS

Reading Level	Grade Equiv.	Pupil Placement - Age																Total	
		K		1		2		3		4		5		6		Over Age			
		9/66	6/67	9/66	6/67	9/66	6/67	9/66	6/67	9/66	6/67	9/66	6/67	9/66	6/67	9/66	6/67	9/66	6/67
I	0.1 0.4									1								1	
II	0.5 0.9					17		14		8	1	6		2		1		48	1
III	1.0 1.4					2	1	7	7	2		7	1			1		19	9
IV	1.5 1.9					1	3	10	2	4	5	8	8	2	1		1	25	20
V	2.0 2.4						14	1	8	7	4	13	9	6	1	1		28	36
VI	2.5 2.9						1		6	2	1	14	3	5		8		29	11
VII	3.0 3.4						1		7	2	3	5	3	6	4	6	1	19	19
VIII	3.5 3.9								1		5	4	9	5	1	1	2	10	18
IX	Enrichment										3	1	2			1		2	5
X	4.0 4.4										2		10		6		3		21
XI	4.5 4.9										2		4		3		3		12
XII	5.0 5.4								1				5		5		7		18
XIII	5.5 5.9												2		3		2		7
XIV	6.0 6.4												2		1				3
XV	6.5 6.9														1				1
XVI	Enrichment																		
Total Number						20		32		26		58		26		19		181	
Mean G.E.						0.6	2.4	1.0	2.6	1.4	3.2	2.0	3.7	2.5	4.6	2.6	4.8	1.7	3.5

The report card data for these 91 pupils before integration (spring 1966) and after one year of integration (spring 1967) are presented in Table VII. These data show the following:

1. In reading
    a. Fewer integrated project pupils received letter grades of A or D after integration.
    b. No integrated project pupils received E grades (failing) in reading after integration.
    c. The grade point average for these pupils in reading increased slightly from 2.29 to 2.31.
2. In arithmetic
    a. Fewer integrated project pupils received letter grades of A after integration.
    b. No integrated project pupils received E grades (failing) in arithmetic after integration.
    c. The grade point average for these pupils in arithmetic declined slightly from 2.09 to 1.92.

D. Attendance data

Complete and comparable attendance data were obtained for the 1965-66 and 1966-67 school years regarding 301 project integrated pupils at the seven selected receiving schools. These data are presented in Table VIII in terms of rates (percentage) of attendance. These data show the following:

1. The average rate of attendance for the primary pupils (grades 1-3) increased from 91.6% to 93.6%. This increase was found to be statistically significant at the 5 per cent level.
2. The average rate of attendance for the intermediate pupils (grades 4-6) increased from 94.5% to 94.8%. This slight increase was not found to be statistically significant.

It should be noted that daily bus transportation was provided for the integrated project pupils attending six of the seven receiving schools represented in this sample.

E. Teacher questionnaire on the effects of Project Aspiration

The teachers of seven selected receiving schools were requested to complete a questionnaire in order to gain their opinions regarding

ACTIVITY 7 -- TABLE VII

DISTRIBUTION OF INTEGRATED PROJECT PUPILS IN THE INTERMEDIATE SEGMENT ACCORDING TO REPORT CARD GRADES RECEIVED IN READING AND ARITHMETIC IN JUNE OF 1966 AND JUNE OF 1967

Report Card Grade *	Reading		Arithmetic	
	1966	1967	1966	1967
A	10	4	11	2
B	24	29	18	17
C	39	48	39	44
D	16	9	14	28
E (failing)	1		9	
Total Number	90	90	91	91
Average Grade	2.29	2.31	2.09	1.92

*A=4, B=3, C=2, D=1, E=0

ACTIVITY 7 -- TABLE VIII

DISTRIBUTION OF INTEGRATED PROJECT PUPILS ACCORDING TO PER CENT OF ATTENDANCE FOR THE 1965-66 AND 1966-67 SCHOOL YEARS

Per Cent of Attendance	Primary		Intermediate	
	1965-66	1966-67	1965-66	1966-67
99-100	21	32	35	35
97-98	30	39	38	43
95-96	21	17	21	24
93-94	22	22	26	20
91-92	13	9	11	6
89-90	12	4	5	7
87-88	4	5	3	4
85-86	5	4	3	
83-84	4	6	3	7
81-82	3	4	2	2
79-80	1		1	1
77-78	6		1	1
75-76		2	1	1
73-74	1	1	1	
71-72				1
69-70		2		
67-68	2	1		
65-66	1			
63-64				
61-62				
59-60		1		
57-58				
55-56				
53-54				
51-52	1			
49-50				
47-48				
45-46			1	
43-44	1			
41-42				
39-40	1			
Total Number	149	149	152	152
Mean	91.6%	93.6%	94.5%	94.8%

ACTIVITY 7 -- TABLE IX

NUMBER AND PER CENT OF TEACHER RESPONSES CONCERNING THE EFFECTIVENESS OF PROJECT ASPIRATION

	Integrated Project Pupils									Resident Pupils								
	Number of Teachers	Great Improvement		Improvement		No Effect		Negative Effect		Number of Teachers	Great Improvement		Improvement		No Effect		Negative Effect	
		No.	%	No.	%	No.	%	No.	%		No.	%	No.	%	No.	%	No.	%
A. ATTITUDES																		
Attitude toward school	72	8	11.1	41	56.9	22	30.6	1	1.4	67	2	3.0	12	17.9	52	77.6	1	1.5
Attitude toward school personnel	71	8	11.3	37	52.1	25	35.2	1	1.4	66	2	3.0	10	15.2	53	80.3	1	1.5
Attitude toward other pupils	67	4	6.0	39	58.2	23	34.3	1	1.5	67	3	4.4	30	44.8	32	47.8	2	3.0
Respect for property	68	2	2.9	34	50.0	30	44.2	2	2.9	65	2	3.1	10	15.4	52	80.0	1	1.5
Self-discipline	69	6	8.7	37	53.6	25	36.2	1	1.5	67	2	3.0	18	26.9	42	62.7	5	7.4
Adaptability	71	11	15.5	41	57.7	19	26.8			66	6	9.1	23	34.9	35	53.0	2	3.0
B. INTEREST IN SCHOOL																		
Interest in learning activities	71	8	11.3	42	59.1	21	29.6			71	2	2.8	13	18.3	55	77.5	1	1.4
Work habits	73	12	16.4	35	48.0	26	35.6			67	2	3.0	11	16.4	49	73.1	5	7.5
Participation in group discussions	73	9	12.3	40	54.8	24	32.9			63	3	4.8	13	20.6	47	74.6		
Attendance	68	12	17.6	25	36.8	29	42.7	2	2.9	67	2	3.0	7	10.4	57	85.1	1	1.5
Discipline problems	72	5	7.0	35	48.6	26	36.1	6	8.3	67	2	3.0	12	17.9	44	65.7	9	13.4
Interest in pupil activities	70	6	8.6	38	54.3	26	37.1			67	3	4.5	15	22.4	48	71.6	1	1.5
C. SELF-IMAGE																		
Self-confidence	71	10	14.1	42	59.2	17	23.9	2	2.8	66	3	4.5	12	18.2	51	77.3		
Feeling of success in school	72	7	9.7	41	56.9	20	27.8	4	5.6	66	1	1.5	15	22.7	50	75.8		
Development of goals	70	6	8.6	38	54.3	24	34.3	2	2.8	65	1	1.5	13	20.0	51	78.5		
General appearance and personal care	67	6	8.9	32	47.8	28	41.8	1	1.5	64	2	3.1	7	11.0	55	85.9		
Social adjustment	70	10	14.3	40	57.1	20	28.6			65	3	4.6	29	44.6	31	47.7	2	3.1

how Project Aspiration had affected the integrated project pupils and the integrated resident pupils (see Exhibit H). Questionnaires were directed to 118 teachers. 76 were completed and returned for a 64.4% response.

The results of this inquiry are presented in Table IX. In summary these data show the following:

1. Integrated project pupils

    a. Attitudes

        (1) Almost three-fourths of the responding teachers reported the integrated project pupils had shown improvement in their attitudes as demonstrated by their adaptability (73.2%).

        (2) Almost two-thirds of the responding teachers indicated the project integrated pupils had shown improvement in their attitudes toward school (68.0%), school personnel (63.4%), other pupils (64.2%), and in their self-discipline (62.3%).

        (3) Over one-half of the responding teachers (52.0%) indicated the integrated project pupils had shown improvement in their respect for property.

    b. Interest in school

        (1) About two-thirds of the responding teachers indicated the integrated project pupils had shown improvement in their interest in learning activities (70.4%), work habits (64.4%), participation in group discussions (67.1%), and in their interest in pupil activities (62.9%).

        (2) Over one-half of the responding teachers indicated the integrated project pupils had shown improvement in terms of their attendance (54.4%) and discipline (55.6%).

    c. Self-image

        (1) Almost three-fourths of the responding teachers indicated the integrated project pupils had shown improvement in their self-confidence (73.3%) and social adjustment (71.4%).

        (2) Almost two-thirds of the responding teachers indicated the integrated project pupils had shown improvement in their feelings of success in school (66.6%) and in their development of goals (62.9%).

(3) Over one-half of the responding teachers indicated the integrated project pupils had shown improvement in their general appearance and personal care (56.7%).

2. Integrated resident pupils

Substantial majorities of the responding teachers indicated that the integrated resident pupils had not been affected by Project Aspiration. The responding teachers who did report that Project Aspiration had had an effect upon the integrated resident pupils indicated, with few exceptions, that the changes had been beneficial.

a. Attitudes

(1) Almost one-half of the responding teachers (49.2%) indicated that the integrated resident pupils had shown improvement in their attitudes toward other pupils.

(2) Over two-fifths of the responding teachers (44.0%) indicated that the integrated resident pupils had shown improvement in their adaptability.

(3) Almost three-tenths of the responding teachers (29.9%) indicated that the integrated resident pupils had shown improvement in their self-discipline.

b. Interest in school

Over one-fourth of the responding teachers indicated that the integrated resident pupils had improved in their interest in pupil activities (26.9%) and participation in group discussions (25.4%).

c. Self-image

(1) Almost one-half of the responding teachers indicated that the integrated resident pupils had shown improvement in their social adjustment (49.2%).

(2) Over one-fifth of the responding teachers indicated that the integrated resident pupils had shown improvement in their self-confidence (22.7%), feelings of success in school (24.2%), and development of goals (21.5%).

F. Parent questionnaire

Questionnaires were sent to the parents of 417 integrated project pupils at the seven receiving schools included in this evaluation effort (see Exhibit I). These questionnaires were mailed to the parents with cover letters from the school principals and stamped, addressed return envelopes in the middle of May, 1967. Completed questionnaires were returned by the parents of 127 integrated project pupils. This represented a 30.5% response. This level of response was similar to that realized in connection with the parent questionnaire on compensatory education as reported in the general evaluation section of Area I and is consistent with the level of response usually realized in connection with follow-up studies of former high school pupils conducted annually by this school district.

The responses received on the returned questionnaires were tabulated and presented in summary form in Table X. These data show the following:

1. 55.9% of the responses were from parents of primary pupils and 32.3% were from parents of intermediate pupils. 11.8% of the responding parents did not indicate the school levels of their children.

2. Pupil feelings about school

   a. 82 (67.8%) of the responding parents indicated that their children liked school better this year under Project Aspiration than they did before.

   b. Only 7 (5.8%) of the responding parents indicated their children liked school less this year than before.

3. Parental visits to the receiving schools.

   a. 113 (90.4%) of the responding parents indicated they had visited their children's (receiving) schools this year.

   b. 38 (30.4%) of the responding parents indicated they had visited their (receiving) schools more this year than they did last year.

   c. 35 (28.0%) of the responding parents indicated they had visited their (receiving) schools less this year than they did last year.

4. Pupil interest in learning

   a. 85 (68.6%) of the responding parents indicated their children were more interested in learning this year under Project Aspiration than they were before.

ACTIVITY 7 -- TABLE X

NUMBER AND PER CENT OF RESPONSES RECEIVED FROM PARENTS OF INTEGRATED PROJECT PUPILS

	Parent Responses by Elementary School Segment							
	Kindergarten-Prim.		Intermediate		Undefined		Totals	
	No.	%	No.	%	No.	%	No.	%
1. No. of Parents Responding	71	55.9	41	32.3	15	11.8	127	100.0
Question:								
2. How does your child feel about school?								
a. My child likes school better this year than before.	42	63.6	29	70.7	11	78.6	82	67.8
b. My child likes school about the same this year as before.	21	31.8	9	22.0	2	14.3	32	26.4
c. My child likes school less this year than before.	3	4.6	3	7.3	1	7.1	7	5.8
3. Have you visited your child's school?								
a. Yes, I have visited my child's school more this year than I did last year.	27	38.0	11	26.8			38	30.4
b. Yes, I have visited my child's school about as often this year as I did last year.	18	25.4	13	31.7	9	69.2	40	32.0
c. Yes, but I have not visited my child's school as often this year as I did last year.	20	28.2	12	29.3	3	23.1	35	28.0
d. No, I have not visited my child's school this year.	6	8.4	5	12.2	1	7.7	12	9.6
4. How has this program (Project Aspiration) affected your child's interest in learning?								
a. My child is more interested in learning this year than he was before.	48	69.6	26	63.4	11	78.6	85	68.6
b. My child's interest in learning is about the same as it was before.	18	26.1	15	36.6	3	21.4	36	29.0
c. My child is less interested in learning this year than he was last year.	3	4.3					3	2.4
5. Does your child read at home?								
a. Yes, my child reads at home more this year than before.	36	56.3	20	48.8	7	53.8	63	53.4
b. Yes, my child reads at home about the same this year as before.	19	29.7	18	43.9	6	46.2	43	36.4
c. Yes, but my child reads at home less than he did last year.	2	3.1	1	2.4			3	2.6
d. No, my child rarely ever reads at home.	7	10.9	2	4.9			9	7.6
6. Does your child take part in school and student activities? (school club activities, school plays or special programs, cub scouts, brownies, safety patrol, office assistant, etc.)								
a. My child takes part in school and student activities more this year than before.	12	19.0	16	40.0	6	46.2	34	29.3
b. My child has taken part in school and student activities about the same this year as he did before.	11	17.5	13	32.5	4	30.7	28	24.1
c. My child has taken part in school and student activities less this year than he did before.			4	10.0	2	15.4	6	5.2
d. My child has not yet begun to take part in school and student activities.	40	63.5	7	17.5	1	7.7	48	41.4
7. Has your child made many new friends in his new school this year?								
a. Yes	66	94.3	38	95.0	14	100.0	118	95.2
b. No	4	5.7	2	5.0			6	4.8
8. How is your child's interest in his/her personal appearance compared to last year?								
a. My child seems more interested in his/her personal appearance than before.	30	44.1	23	57.5	5	35.7	58	47.6
b. My child's interest in his/her personal appearance is the same this year as before.	37	54.4	16	40.0	9	64.3	62	50.8
c. My child seems less interested in his/her personal appearance than before.	1	1.5	1	2.5			2	1.6
9. How do you feel about the education your child is getting under Project Aspiration?								
a. I feel that my child is getting a better education under Project Aspiration than before.	52	77.6	29	74.4	10	76.9	91	76.5
b. I feel that my child's education is about the same as it was before.	13	19.4	10	25.6	3	23.1	26	21.8
c. I feel that my child's education is not as good as it was before.	2	3.0					2	1.7
10. Please check two statements below which most describe how you have been able to learn about your child's school program:								
a. I have had personal contacts with my child's teacher (or his principal) several times during the school year.	46	64.8	30	73.2	8	53.3	84	66.1
b. Notices sent home from the school with my child.	24	33.8	10	24.4	4	26.7	38	29.9
c. My child tells me about his school.	45	63.4	26	63.4	10	66.7	81	63.8
d. I have discussed the school with other parents.	8	11.3	7	17.1	4	26.7	19	15.0
e. I have heard my child discussing the school with his/her friends.	9	12.7	7	17.1	8	53.3	24	18.9
f. I have heard the school program discussed at P.T.A. meetings.	10	14.1	3	7.3	5	33.3	18	14.2
g. Other	1	1.4					1	0.8

b. Only 3 (2.4%) of the responding parents indicated their children were less interested in learning this year than they were before.

5. Pupil reading habits at home

63 (53.4%) of the responding parents indicated their children read more at home this year than they did before.

6. Pupil participation in school and student activities

a. As would be expected, few parents of primary pupils indicated that their children participated in school and student activities.

b. 29 (72.5%) of the responding parents of intermediate grade pupils indicated their children participated to the same or to a greater degree this year at the receiving schools than they did before.

7. Pupil friendships at the receiving schools

118 (95.2%) of the responding parents indicated their children had made many new friends at their new (receiving) schools this year.

8. Pupil interest in his/her personal appearance

a. 58 (47.6%) of the responding parents indicated that their children were more interested in their personal appearance this year than they were before.

b. Only 2 (1.6%) of the responding parents indicated their children had become less interested in their personal appearance this year.

c. Pupil interest in personal appearance was more affected (positively) at the intermediate level than was true at the primary level.

9. Parent attitudes about education under Project Aspiration

a. Over three-fourths (91 or 76.5%) of the responding parents indicated that they felt their children's educational programs had improved under Project Aspiration.

b. Only 2 (1.7%) of the responding parents indicated that they felt their children's education was less satisfactory under Project Aspiration than it had been before.

10. How the parents learned about their children's school programs

The parents were asked to indicate two ways which best described how they learned about their children's school programs. Some of the responding parents indicated more than two ways by which they were kept informed so that the final tally of the responses totaled more than double the number of responding parents. The two ways of keeping informed most frequently reported by the parents were

a. personal contacts with the child's teacher or principal, and

b. discussions with the child.

G. Counselors' activities

The special counselors assigned to Project Aspiration submitted a brief report describing the nature of the services they provided. They noted that there were numerous daily activities which engaged them informally. Their work brought them into contact with teachers, pupils, parents, school administrators, school psychologists, nurses, juvenile authorities, attendance counselors, and state college personnel. Many of these contacts were not recorded. However, they did keep a record of their more formal activities and reported them as follows:

1.	Individual pupil diagnostic tests requested by teachers or principals (A teacher and/or principal conference was held regarding each pupil tested)	546
2.	Pupils tested with group tests for proper first grade placement	70
3.	Classroom observation of individual pupils	82
4.	Pupils referred to other services as needs were determined by diagnostic tests	85
5.	Individual pupil counseling sessions	65
6.	Group counseling sessions (involving 18 children in small groups of from 2 to 9 children)	20
7.	Parent conferences	194
8.	Home visits	15

9.	Parent neighborhood group meetings coordinated with the district's intergroup relations personnel	3
10.	Presentations to P.T.A. meetings	2
11.	Conferences with school principals, psychologists, nurses, etc.	183

Activity 8: Food Services - Lunch (212)

I. Objectives

The objective of this project was to provide lunch services to those pupils who were transferred to new schools under the plan to alleviate de facto segregation who were unable to provide for their own lunches.

II. Description

Many of the pupils who were transferred to new schools under the plan to alleviate de facto segregation came from families on welfare or with minimal income. While attending neighborhood schools, they were able to eat lunch at home. This became impossible under Project Aspiration. In order that these pupils did not go hungry in their new school situations, lunch services were provided to those in need of such assistance. Criteria of eligibility for pupil participation in this activity were established by the Welfare Counselor of the Attendance Services Section of the Sacramento City Unified School District. The basic criterion was a maximum annual salary per family of $3,000 with added allowance of $1,000 per child.

III. Time Interval

This activity began on September 12, 1966, and continued during the school year ending June 16, 1967.

IV. Evaluation Strategy

Records were kept which were to provide data for an end-of-the-year report in terms of:

A. The number of pupils served lunches and the total number of lunches served.

B. The number of families involved in the project.

V. Findings

Table I presents data relative to the free lunch program conducted for pupils of the district during the 1966-67 school year. The data show that the school district maintained a sizeable free lunch program for needy pupils by means of local resources. Approximately three-fourths of the 67,974 free lunches provided through district funds were served to elementary school children. Most of these free lunches were served to needy pupils at compensatory elementary schools.

The data regarding free lunches served in support of Project Aspiration through the use of E.S.E.A. funds show that 447 integrated project pupils from 257 families were served 54,662 lunches during the 1966-67 school year. This was 44.6% of all the free lunches served throughout the district during the year.

ACTIVITY 8 -- TABLE I

NUMBER AND COST OF FREE LUNCHES PROVIDED TO NEEDY PUPILS IN THE SCHOOL THROUGH DISTRICT AND E.S.E.A. FUNDS DURING THE 1966-67 SCHOOL YEAR

Month, 1966-67	Lunches Charged to District Funds		Lunches Charged to E.S.E.A. Funds		Total Free Lunches Provided During 1966-67	
	No.	Cost	No.	Cost	No.	Cost
September	1,031	$329.25	3,827	$1,148.10	4,858	$1,477.35
October	3,378	$1,071.20	6,622	$1,986.60	10,000	$3,057.80
November	4,452	$1,406.70	5,797	$1,739.10	10,249	$3,145.80
December	3,881	$1,225.40	3,888	$1,166.40	7,769	$2,391.80
January	7,143	$2,247.75	6,194	$1,858.20	13,337	$4,105.95
February	8,598	$2,689.45	5,825	$1,747.50	14,423	$4,436.95
March	9,167	$2,877.30	5,884	$1,765.20	15,051	$4,642.50
April	11,118	$3,489.30	6,454	$1,936.20	17,572	$5,425.50
May	13,174	$4,125.00	7,066	$2,119.80	20,240	$6,244.80
June	6,032	$1,896.75	3,105	$931.50	9,137	$2,828.25
TOTALS	67,974	$21,358.10	54,662	$16,398.60	122,636	$37,756.70
Number of Participating						
Families	379		257		636	
Pupils	935		447		1,382	

Activity 9: Transportation Services (225)

I. Objectives

A. To provide transportation to and from school for those pupils who were transferred to new schools under the plan to alleviate de facto segregation.

B. To provide transportation for study trips to the pupils of all compensatory schools during the school day.

C. To provide transportation for after-school and weekend study trips to those pupils who were transferred to new schools under the plan to alleviate de facto segregation.

II. Description

Eighteen school buses were purchased on a lease purchase plan; six on a second-year lease purchase and twelve on a first-year lease purchase. Also, two 12 passenger vans were purchased on a first-year lease purchase. Fourteen bus drivers and a head driver were employed.

There was some delay in the delivery of these vehicles; however, private carriers were hired to provide the necessary transportation services until the deliveries were realized.

A. Pupil transportation to alleviate de facto segregation

1. Because pupils transported in the district desegregation plan included kindergarten through sixth graders, and in order to insure that these pupils were spread throughout the receiving schools, eight of the buses made shuttle runs between the old and new assignment areas from 8:00 a.m. until 4:20 p.m. The late bus was to insure that all pupils would be able to participate fully in after-school activities.

2. This phase of the transportation service was not applicable to the non-public schools.

B. Study trips

1. Seven of the buses were available to the pupils in all compensatory schools, secondary and elementary, public and non-public, between the hours of 10:00 a.m. and 2:00 p.m. for use in study trips during regular school days. One bus was available for day long trips.

2. Those pupils who were transferred to new schools as a result of the district plan for desegregation were provided transportation for after-school and weekend study trips under the direction of a resource teacher.

III. Time Interval

This activity began on September 12, 1966, and continued during the school year ending June 16, 1967.

IV. Evaluation Strategy

Records were to be kept which would provide data for an end-of-the-year report. These data were in terms of the following information:

A. Pupil transportation to eliminate de facto segregation

The number of pupils transported from de facto segregated schools to other schools.

B. Study trips

1. The number and breakdown of study trips provided pupils in compensatory elementary schools.
2. The number of study trips provided for those pupils transferred from de facto segregated schools to other schools.
3. The general teacher questionnaire on compensatory education (Exhibit C) contained an item relative to the study trips.
4. The general principal questionnaire on the compensatory education program (Exhibit D) included two items relative to the study trip program. Also, subjective opinions were requested from principals of compensatory elementary schools.

V. Findings

A. Pupil transportation to eliminate de facto segregation

Transportation to and from school was provided to the pupils who were transferred to 17 of the receiving schools under the plan to alleviate de facto segregation. The pupils transferred to the remaining two receiving schools were within walking distances of the schools.

The number of pupils transported varied at different times during the school year due to the mobility of the population. Data obtained from the Student Information Services Section indicated that approximately 720 pupils were being transported at the end of the school year. On June 13, 1967, the bus drivers made a head count of pupils transported. The head count showed that 704 pupils were transported on that particular day.

B. Study trips

1. Number and breakdown of study trips

a. Number of study trips

The study trip program began during the second half of the 1965-66 school year and was continued and expanded during the 1966-67 school year. Data regarding the number of study trips and pupil trips for the various types of schools and institutions are provided in Table I for the spring semester of 1966, and the 1966-67 school year. The following observations may be made from these data:

(1) More than four times as many study trips and pupil trips were provided during the 1966-67 school year than during the spring semester of 1966 for the public and non-public elementary school pupils.

(2) The number of study trips doubled and the number of pupil trips nearly doubled during the 1966-67 school year for public senior high pupils.

b. Study trips provided pupils transferred from de facto segregated schools

Of the 597 study trips and 22,422 pupil trips provided during the 1966-67 school year to public elementary school pupils, 41 study trips and 1,283 pupil trips involved pupils who had been transferred to new schools as a result of Project Aspiration.

c. Breakdown of study trips

Data relative to the places visited on study trips and the number of pupil visits are presented in the accompanying list. The following locations received the greatest number of pupil visits:

(1) Zoo - 2,507 pupil visits

(2) Sacramento City College - 2,454 pupil visits

(3) State Fairgrounds - 1,861 pupil visits

(4) University of California, Davis - 1,758 pupil visits

(5) Memorial Auditorium - 1,161 pupil visits

(6) Junior Museum - 1,080 pupil visits

(7) Gibson Ranch - 943 pupil visits

2. Teacher opinions

The teacher questionnaire on the effectiveness of the compensatory education program (Exhibit C) discussed in the general evaluation of Area I activities contained an item relative to the expanded program of study trips provided to the compensatory elementary schools.

A review of those findings shows that of the 165 teachers responding to this item, more than 90% indicated the expanded program of study trips was moderately or very effective.

ACTIVITY 9 -- TABLE I

THE NUMBER OF E.S.E.A. STUDY TRIPS AND PUPIL TRIPS CONDUCTED DURING SPRING, 1966, AND DURING THE 1966-67 SCHOOL YEAR

Type of School or Institution	Spring Semester 1966		Full Year 1966-67	
	Number of Trips	Number of Pupil Trips	Number of Trips	Number of Pupil Trips
Public Elementary Schools	124	5,509	597	22,422
Non-Public Elementary Schools	17	823	88	3,595
Public Secondary Schools	44	2,013	91	3,662
Non-Public Secondary Schools	3	330		
Public School Community Center	12	810		
Sacramento Children's Home			6	57
TOTALS	200	9,485	782	29,736

E.S.E.A. FIELD TRIPS, 1966-67

Location	No. of Pupil Visits
1. Airport and Land Park	18
2. Albert Einstein Junior High School	54
3. Alhambra Theatre	150
4. Alice Birney Elementary School	54
5. American Forest Products	30
6. American River Junior College	90
7. Ancil Hoffman Park	52
8. Aquarium Island	27
9. Arden Fair	180
10. Argonaut Elementary School	55
11. Army Depot	36
12. Bear Flag Elementary School	54
13. Bel Air Market	57
14. Berkeley	24
15. Bill Rase Recording Studio	18
16. Alice Birney, Bear Flag, Sutterville, and John Cabrillo elementary schools	162
17. Blue Seal Bakery	30
18. Bob's Pet Land	40
19. Breuners	120
20. C. K. McClatchy Senior High School	539
21. Calaveras Big Trees	90
22. Caleb Greenwood Elementary School	90
23. California State Library	30
24. Camp Pendola	65
25. Campbell Soup	222
26. Campus Commons	50
27. Cannon Brick Company	75
28. Capitol Park	239
29. City Hall	40
30. City Library	20
31. City Tour	66
32. Civic Theatre	308
33. Claus and Kraus	40
34. Coloma Elementary School	290
35. Coloma, Newton Booth, Fremont and Marshall elementary schools	11
36. Coloma State Park	35
37. Columbia State Park	30
38. Continental Baking Company	30
39. Cordova High School	20
40. County Fair	16
41. County Park	54
42. Crocker Art Gallery	394
43. Crystal Creamery	604
44. DeWitt State Hospital	60
45. Dillon Beach	247
46. Donner Elementary School	25
47. Dunlaps Restaurant	46
48. Earl Warren Elementary School	28
49. El Rancho Hotel	32
50. Elder Creek Elementary School	70
51. Elk Grove Park	40
52. Ethel I. Baker Elementary School	20
53. Ethel Phillips Elementary School	35
54. Fairytale Town	555
55. Fire Station	478
56. Folsom Dam	663
57. Ford Assembly Plant	70
58. Fox Theatre	35
59. Galt	126
60. Gate 18	108
61. General Mills Flour Mill	40
62. Gibson Ranch	943
63. Goethe Arboretum	25
64. Golden Gate Park	92
65. Granny Goose Foods	316
66. Hales Store	60
67. Highway Patrol	30
68. Hiram Johnson Senior High School	163
69. Hites Dairy	30
70. Hoffman Park	631
71. Inderkum Dairy	30
72. Indian Museum	114
73. Junior Museum	1,080
74. Kit Carson Junior High School	2
75. KVIE Channel 6	287
76. Land Park	100
77. Luther Burbank Senior High School	322
78. Mabel Gillis Library	26
79. Mather Air Force Base	300
80. McClellan Air Force Base	158
81. McKinley Library	60
82. McKinley Park	162
83. Memorial Auditorium	1,161
84. Mickey Grove Park	123
85. Muir Woods	99
86. Nimbus Fish Hatchery	117
87. O. W. Erlewine Elementary School	60
88. Oak Park	176
89. Oak Park Fire Department	78
90. Oak Park Library	52
91. Oki Nursery	40
92. Oroville Dam	322
93. Pacific Telephone	35
94. Peter Lassen Junior High School	136
95. Planetarium, Mather Air Force Base	180
96. Police Department	131
97. Port of Sacramento	365
98. Port of Stockton	94
99. Post Office	119
100. Rainbow Bakery	30
101. Raley's	46
102. S.P.E.T.A.	54
103. S.P.C.A.	87
104. Sacramento Airport	54
105. Sacramento Society for Prevention of Cruelty to Animals	34
106. Sacramento Army Depot	30
107. Sacramento Bee	144
108. Sacramento City College	2,454
109. Sacramento Senior High School	743
110. Sacramento Inn	28
111. Sacramento Police Department	30
112. Sacramento State College	227
113. Sacramento Union	98
114. Sacramento Yolo Port	196
115. Sam Brannan Junior High School	54
116. San Francisco	681
117. School program at El Dorado Elementary School	50
118. Science Fair	650
119. Snodgrass Slough	15
120. St. Pious Xth Seminary	95
121. State Capitol	208
122. State Fairgrounds	1,861
123. Stockton	36
124. Sutter's Fort	441
125. Sutterville and John Cabrillo elementary schools	54
126. Tahoe and Theodore Judah elementary schools	47
127. Telegraph Newspaper	35
128. Telephone Company	109
129. Theodore Judah Elementary School	70
130. Tour of city	130
131. United Grocers	6
132. United States Steel	40
133. University of California, Davis	1,758
134. University of Pacific	152
135. Western Pacific Shops	56
136. Will C. Wood Junior High School	269
137. Wonder Bakery	651
138. Zoo	2,507
Total Number of Pupil Visits	29,736

3. Principal opinions

a. Questionnaire

The principal questionnaire on the effectiveness of the compensatory education program (Exhibit D) discussed under the general evaluation of Area I activities contained two items relative to the study trip program.

A review of those findings reveals the following:

(1) Nearly 93% of the principals responding indicated the study trips were moderately or very effective regarding the classroom instructional program.

(2) More than 92% of the principals responding indicated the study trips were moderately or very effective regarding positive changes in pupil attitudes, interests, and aspirations.

b. Subjective statements

The subjective opinions gained from the compensatory elementary school principals were generally quite favorable. The following statements are quoted as examples:

(1) "The educational value of our study trips this past school year has been of maximum benefit. We took fifty (50) trips and all were helpful to our learning situations, as they took the children where the action was and made their classroom studies more meaningful."

-- public elementary school principal

(2) "Some of the trips that were most outstanding were: the astronomy program at Sacramento City College; the California Horse Show; the trip to Davis campus; Gibson Ranch; and the trip to Muir Woods."

-- public elementary school principal

(3) "For twenty years as a teacher and administrator, I, personally, have frowned on the use of study trips as an important educational medium primarily because of obvious abuses that can and have dominated such programs when not properly used. This year, working through the Compensatory Program, I have come to appreciate this type of medium as one of the primary tools in our education program. The background of experience these children "glean" from their educational trips has given them a broader appreciation of all areas of the curriculum as well as a broader personal experience with life beyond the simple habitat that has surrounded their deprived environment and crushed many of their educational ideals and desires. We have

> experienced tremendous growth in the children's attitudes towards school, education, society and social graces, cultural development - and towards themselves as individuals with potential and ability to grow into useful, educated, well-rounded citizens of our nation and world."
>
> -- non-public elementary school principal

Activity 10: Audiometric Services (216)

I. Objectives

The major objective of the Audiometric Services Program is to enable the pupil to achieve the best possible hearing for optimum educational opportunities. The overall objective of this project is the correction and prevention of hearing handicaps and the undesirable social effects that may result from such handicaps.

A. Identifying pupils who through audiometric testing are found to have hearing defects.

B. Informing teachers, nurses, supervisors, school administrators and parents of the pupil's hearing disabilities.

C. Helping pupils with hearing defects to receive:

1. otological examination

2. medical care

D. Making necessary adjustments in educational and vocational programs for pupils with hearing defects.

II. Description

A. Facilities

Due to the inoperability of the mobile unit, it was in use only three days of the 1966-67 school year.

B. Personnel

An audiometrist and a clerk were employed to conduct this activity.

C. Testing services provided

1. Individual hearing screening and two subsequent retests, as necessary, for all children enrolled in compensatory preschool programs within the geographic area of this school district.

2. Group hearing screening and two individual retests, as necessary, for all kindergarten, first, third, fifth, seventh, tenth and twelfth grade pupils in the compensatory schools of this school district.

3. Group hearing screening and two individual retests, as necessary, for all pupils enrolled in the non-public compensatory schools within the geographic area of this school district.

4. Rechecking of old known or suspected hearing losses when indicated.

5. The provision of records and reports of such testing as is needed for adequate referral and school purposes.

6. The provision of health counseling services as may be needed as a result of such testing.

III. Time Interval

This activity began on September 8, 1966, and continued until the end of the school year on June 16, 1967.

IV. Evaluation Strategy

Records were kept which were to provide data for an end-of-the-year report which would provide the following information:

A. The number of pupils by grade and school screened initially.

B. The number of pupils by grade and school requiring retests.

C. The number of pupils referred for otological examination after conferring with the parents.

D. The number and kinds of educational recommendations made available to instructional personnel as a result of this project.

E. A follow-up report on the referred cases, as to the nature of the findings and the dispositions of the cases.

F. The number and kinds of non-handicapping hearing loss cases not referable to other health agencies but who are to be followed closely by the Health Services Department throughout their school experience.

V. Findings

A. Initial audiometric screening

Table I presents data relative to the number of pupils screened at each grade level in the schools participating in this activity. This table shows the following:

1. Elementary level (grades K-6) E.S.E.A. schools and Project Aspiration receiving schools (see Activity 7).

    a. 4,681 elementary school pupils were screened initially.

    b. The initial screening activities concentrated upon public school pupils as follows:

        (1) all kindergarten pupils

        (2) all first grade pupils

        (3) all third grade pupils

ACTIVITY 10 -- TABLE I

NUMBER OF PUPILS TESTED AND RETESTED BY AUDIOMETRIC SERVICES BY SCHOOL AND GRADE LEVEL

School	INITIAL TESTING															Total	Retests
	Elementary Grades								Secondary Grades								
	K	1	2	3	4	5	6	Spec. Educ.	7	8	9	10	11	12			
Public Schools																	
Alice Birney*	11															11	2
Argonaut		49	17	28	12	37										143	17
Bear Flag*	13			1												14	1
Bowling Green*	4	5		4		3										16	3
Bret Harte	82	68	8	81	14	96	48									397	66
Caleb Greenwood*	13	18		16		16										63	6
Camellia	59	39	6	46	1	47	5									203	31
Clayton B. Wire*	2	6		3		3										14	
Coloma*		8	10	15	11	11	5									60	5
David Lubin*		2		2		4										8	1
Donner	67	95	26	50	11	52	3									304	30
Earl Warren	82	75	10	64	21	62	12									326	46
Elder Creek	56	50	7	58	2	54	15	20								262	23
El Dorado*	3	3	1	4		1										12	1
Ethel Phillips	107	92	8	80	6	62	5	4								364	46
Fremont*	8	15		9		12										44	3
Jedediah Smith	106	106	16	73	17	59	6									383	48
John Cabrillo*	6	2														8	1
Lincoln	41	47	4	16	7	32	12	5								164	16
Maple	66	53	7	41	1	44										212	25
Marshall*	11	2	4	10		6	3									36	4
Newton Booth*		12	1		2	1	1	17								34	5
Oak Ridge	120	110	20	91	14	78	12									445	52
Parkway*	2	4		7		10										23	2
Peter Burnett*	7	6		5		5										23	2
Phoebe A. Hearst*		21		9		5										35	2
Sierra*		5	1	4		2										12	
Sutterville*																	
Tahoe*	13	18		11		11										53	9
Theodore Judah*	10	6		8	5	11	3									43	2
Washington	63	86	19	52	5	56	7	49								337	32
Woodbine	47	50	8	31	8	29	4	20								197	33
Peter Lassen									325	24	31					380	29
Will C. Wood									325	47	55					427	28
Hiram W. Johnson												850	78	623		1,551	141
Sacramento												850	169	605		1,624	140
Non-Public Schools																	
Holy Angel		39	11	37	9	30	13		36	1						176	14
St. Joseph's		42	14	24	5	30	5		33	4						157	11
St. Annes		54	9	53	14	46			35	2						213	15
Bishop Armstrong											191	179	151	139		660	64
Totals	999	1,188	207	933	165	915	159	115	754	78	277	1,879	398	1,367		9,434	956
Segment Totals	4,681								1,109			3,644					

*Receiving schools for Project Aspiration (See Activity 7)

        (4) all fifth grade pupils

        (5) pupils of other grades when requests of principals, teachers, or parents indicated individual children might have hearing difficulties.

    c. In the non-public schools, all pupils in grades three, five and seven participated in the initial screening. (no kindergarten enrollment)

2. Junior high school level (grades 7-9)

    a. 1,109 pupils in grades seven through nine were screened initially.

    b. In the public schools, the initial screening activities concentrated upon the following pupils:

        (1) all seventh grade pupils -- the beginning of the junior high school cycle

        (2) eighth and ninth grade pupils referred for testing by principals, teachers, and/or parents

    c. In the non-public schools, all pupils in grades 7 and 9 were screened initially.

3. Senior high school level (grades 10-12)

    a. 3,644 pupils in grades ten through twelve were screened.

    b. In the public schools, all pupils in grades ten and twelve of the two target schools were screened -- the beginning and the end of the senior high school cycle. Eleventh grade pupils tested were as follows:

        (1) Hiram Johnson Senior High School -- those referred for screening by principals, teachers, counselors, and/or parents

        (2) Sacramento Senior High School -- those referred for screening by principals, teachers, counselors, and/or parents

    c. In the non-public schools, all pupils in grades ten, eleven and twelve were screened initially.

4. A total of 9,434 pupils in kindergarten through the twelfth grade participated in the initial audiometric screening activities.

B. Retests

Retests were provided for those pupils screened initially when results indicated they might have hearing difficulties. Table I also shows 956 pupils participated in such retesting. There were 520 requiring no further follow-up after the first retest with 436 pupils requiring a second retest. Following the second retesting, 68 had normal hearing, 22 had moved or were absent leaving 346 for follow-up referral and/or counseling activities.

C. Referrals for otological examinations

If, after retesting, there were still indications a pupil might have hearing difficulties, parent conferences were held. Following this, the pupils were referred for otological examinations with practicing physicians. 106 pupils were referred for such professional examinations.

D. Educational recommendations

Results of the screening and retest activities contributed to the development of recommendations of immediate educational significance. The following outlines the number and types of recommendations resulting from these activities.

1. Pupils should be screened for speech problems -- 51 pupils.

2. Pupils should be afforded preferential seating in the classrooms -- 26.

3. Pupils should be administered individual psychological examinations -- 8 pupils.

E. Follow-up activities

Those pupils referred for otological examinations were to be followed and the nature of the findings were to be filed in the pupils' continuous records for future reference. Those referred at the end of the school year were incomplete regarding follow-up. The number and findings of completed follow-ups were as follows:

1. Pupils with conductive hearing losses -- 13

2. Pupils with perceptive hearing losses -- 9

3. Under medical care type of loss not listed -- 42

4. Pupils with normal hearing after medical care -- 8

5. Pupils that have moved -- 6

This totaled 78 of the 106 cases referred to physicians. The remaining 28 cases were to be completed and reports should be received on them in the near future.

F. Non-handicapping hearing losses identified

A number of pupils with non-handicapping hearing losses were identified in this activity. These pupils were not referable to other health agencies but are to be followed closely by the district's Health

Services Department throughout their school experience. The number of pupils so identified and the nature of their hearing problems follow.

1. 194 pupils had high frequency hearing losses.
2. 46 pupils had fluctuating hearing losses.

G. Follow-up of previously known and suspected hearing losses.

1. Total previously known and suspected hearing losses -- 520
    a. Retest not due -- 158
    b. Retested with normal results -- 84
    c. Retested with abnormal results -- 240
    d. Re-referred for medical care -- 61

Activity 11: Program for Neglected Institutionalized Children (134)

I. Objectives

Children placed in 24 hour public children's homes present special problems. The most pressing problem faced by both the homes and the schools in the education of these children is the coordination between the homes and the schools. The objective of this activity was to provide that coordination and thus encourage an on-going and uninterrupted educational program for these children, even if they were not able to operate in the regular school situation.

II. Description

A. Institutions served

This activity served those children living in the Sacramento Children's Home or the Stanford Lathrop Memorial Home in the Sacramento City Unified School District attendance area.

B. Personnel

1. Counselor

A counseling position was established to serve as the liaison between the homes and the schools that the children attend. The counselor worked with the teachers, pupils, counselors, and administrators of both the homes and the schools to effect more discrete placement and better educational opportunities for these pupils. The counselor served as both a personal and vocational counselor.

2. Teacher

A part time classroom teacher was assigned to the Sacramento Children's Home to allow for the flexibility of pupil placement. This teacher maintained a classroom in the home for those children who were unable to operate in the regular school situation.

C. Extended day and summer school programs

The district provided extended day and summer school programs of a remedial and developmental nature for both of the homes. After school and summer study trips were also provided. The counseling program was continued during the summer.

D. Equipment and materials

The equipment, materials and supplies necessary to complement the above programs were included as a part of this activity.

III. Time Interval

This activity began on May 1, 1967, and continued through the balance of the school year ending June 16, 1967. The summer school program was conducted during July and August, 1967.

IV. Evaluation Strategy

Due to the limited time this program was in operation, the evaluation was confined to the collection of subjective opinions from the home directors and the administrators of the schools involved.

All the children of school age residing at the Sacramento Children's Home attend the Bret Harte Elementary School (a compensatory school), California Junior High School, or C. K. McClatchy Senior High School. In the beginning, this program for neglected institutionalized children concentrated on pupils in the secondary schools.

V. Findings

Brief statements regarding this program were collected from the director of the Sacramento Children's Home, the special teacher at the home, and the vice principals of the junior and senior high schools concerned. At the time these statements were written the program had been in effect only seven weeks. The statements are reproduced on the following pages and represent the findings of the evaluation activities for this activity.

CWLA
MEMBER AGENCY

Sacramento Childrens Home
Helen E. Cowell Children's Center

2750 SUTTERVILLE ROAD
SACRAMENTO, CALIFORNIA 95820
TELEPHONE 452-5301

Incorporated June 1, 1867

OFFICERS
Frederick Harrold
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Mrs. Philip J. Moffatt
Vice-President
Mrs. B. J. Siebenthal
Secretary
Gordon K. Cunningham
Treasurer
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Mrs. Wyman G. Smith, Jr.
Hardie C. Setzer
Mrs. Adolph H. Teichert
Frank D. Vincent
Crawford Williamson
Mrs. Joel Yancey
Mrs. Lloyd Yeates

June 21, 1967

Mr. Joseph H. Lynn, Director
Compensatory Education Department
Sacramento City Unified School District
1619 N Street
Sacramento, California 95810

Dear Mr. Lynn:

As you requested, I would like to make a report on the compensatory education program at the Sacramento Childrens Home.

The program began on May 8, 1967, and a total of 9 boys and girls were registered in the class. Every child had experienced extreme difficulty in regular school classes. Because of these difficulties they either cut classes repeatedly or exhibited strong negative reactions to the learning process.

Although the time has been short, the results have been positive. Most noticeable to me has been a lessening of the negative attitude on the part of these young people toward school and learning. In addition, the safety provided for these children has increased because when they cut school it was almost impossible to find out where they were or what dangers they might have encountered.

Miss Brushia, I feel, has done an outstanding job in reaching these young people and has been most cooperative with our staff. This organization is most appreciative of the help provided for the children under our care, and the fine cooperation we have received makes us feel most hopeful that this program will have a real and continued place in our efforts to rehabilitate troubled children.

Very truly yours,

Eric Gill
Eric Gill
Director

EG/wg

FORMERLY SACRAMENTO ORPHANAGE AND CHILDREN'S HOME

June 28, 1967

To: Mr. Joseph H. Lynn
Compensatory Education Department

From: Kathy Brushia

Subject: EVALUATION OF NEGLECTED CHILDRED PROGRAM, E.S.E.A.

There are several indications that a limited but important amount of progress has been made with the students who have attended my class in the short time that this program has been in operation. In all cases, there has been a subtle change in both attitude and behavior. Negative attitudes of students toward themselves, the class and school work has decreased greatly. A most important factor is that these students are consciously experiencing some success rather than constant failure. This has brought about a more confident attitude, a willingness to reattempt old failures and a desire to set new goals. Those students who have felt themselves to be nonentities in a large classroom have established personal identity in the more informal and intrapersonal situation of this class.

The fact that makes this project even more worthwhile continuing is that the students themselves have responded to the program and have expressed a desire that it be continued.

Kathy Brushia
KATHY BRUSHIA

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
OFFICE OF THE PRINCIPAL
California Junior High School
2991 LAND PARK DRIVE
SACRAMENTO, CALIFORNIA 95818

June 19, 1967

TO: Joseph H. Lynn, Director
Compensatory Education Department

FROM: Raymond E. Rudkin, Vice Principal

RE: EVALUATION OF THE PROGRAM FOR NEGLECTED INSTITUTIONALIZED CHILDREN (E.S.E.A.)

This program has been of valuable assistance to California Junior High. It provides an opportunity for those students experiencing difficulty in the regular program, to attend classes and receive much more individual help and attention. Some of the students would not be able to continue in the regular school due to behaviour problems of one type or another. This program provides a program of help to a pupil attempting to solve other pertinent disorders and still remain at the home. The removal of these students from the regular classes when they are a disturbing factor helps the learning situation in those classes. It is hoped the students participating in the class will be able to return to the regular program after a period of adjustment.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
OFFICE OF THE PRINCIPAL
C. K. McClatchy Senior High School
3066 FREEPORT BLVD.
SACRAMENTO, CALIFORNIA 95818

June 20, 1967

TO: Joseph H. Lynn, Director
Compensatory Education Department

FROM: Carol T. Squires, Vice-Principal

RE: Evaluation of Neglected Children's Programs, E.S.E.A.

The certificated teacher assigned to the Sacramento Children's Home solved a real problem for our high school when a girl was transferred to our district on May 19, 1967. The girl completed her semester's work with the teacher at the home and was not forced to enroll in strange classes for three weeks and face a final examination on an entire quarter's work in the strange classes.

Since this is the only instance in which I used the compensatory program, I rate it very highly and look forward to finding other ways to use it in the future.

C.T.S.

Activity 12: Kindergarten - Primary Summer Session, 1966
(34-190)

Preface. This activity was approved as an addition to the original Project II proposal submitted by the Sacramento City Unified School District for the 1965-66 school year under provisions of the Title I and McAteer acts. However, since it was a summer activity, it is reported here in connection with the district's E.S.E.A. program for the 1966-67 school year.

I. Objectives

A. An activity program was designed

1. to provide direct experiences accompanied by free language expression and interchange.
2. to provide many vicarious experiences which encourage self-expression and develop meaningful concepts in relations to understanding of self and others.
3. to help children develop concepts from interaction with others.
4. to develop growth in assuming responsibility.
5. to provide opportunities for self-expression.
6. to develop ability to follow directions.

B. A readiness program was designed

1. to develop listening skills.
2. to develop ability to detect similarities and differences.
3. to develop the ability to use context.
4. to develop auditory and visual discrimination.
5. to develop left-right sequence.
6. to develop the ability to recognize word types such as identifying nouns with objects and pictures.
7. to develop the communication and mathematics skills according to individual pupil needs.

II. Description

A. Total program

1. At least two kindergarten and two primary classes were established in each of the 14 public compensatory elementary schools.

2. Original expectations were that these classes would serve a total of 855 children. The maximum size for each class was established at 15 pupils.

3. Pupils from both public and private compensatory schools were eligible to enroll in these classes.

B. Kindergarten program

  1. Classes. Each school had

    a. one regular kindergarten class with an activity program.

    b. one advanced kindergarten class with a reading readiness and reading programs.

    c. the physical relationships of these classes (locations in buildings) varied depending upon the facilities available in the schools involved.

  2. Personnel

    a. The two teachers of these classes worked together: one assuming responsibility for the activity program, the other assuming responsibility for the reading program.

    b. Each teacher had a teacher aide to assist in the classroom and on field trips.

    c. Other supportive services were provided by the school nurse and the elementary school counselor.

  3. Pupils eligible for the program were

    a. those who attended kindergarten and would profit from additional experiences.

    b. those who were retained at the end of their first grade year.

    c. those who had completed the first grade but were in need of additional readiness or reinforcing reading experiences.

    d. children of legal first grade age who missed kindergarten enrollment.

C. Primary program

  1. Classes. Each school was to have at least

    a. one class to provide common developmental experiences for all pupils and to provide for self-expression through independent activities.

    b. one class to provide individualized instruction in the communication skills.

2. Teachers. A teacher was assigned to each class and responsible for one of the two program elements described above. However, all primary teachers in a given school were to work as a team with all the primary pupils.

3. Pupils eligible for the program were

   a. those who were to be promoted to the first, second, or third grade in the fall who would benefit from additional experiences designed to reinforce basic learnings.

   b. those who were to be retained in grades one, two, or three when school resumed in the fall of 1966.

D. Additional features

1. Field trips and cultural activities were provided as part of the curricular content for developing concepts, extending horizons, and encouraging oral language and self-expression.

2. The program in the 14 schools was directed by a principal.

3. Teacher in-service meetings were held for two one-half day sessions prior to opening of the summer session program.

4. Special instructional materials were purchased so that this program could be something more than merely an extension of the regular school program. These materials were such that they contributed to activities concerned with perceptual development, experience building, vocabulary development, communication skills, and remedial reading.

III. Time Interval

This summer program operated from July 5, 1966, through August 12, 1966.

IV. Evaluation Strategy

Evaluation of this program was based upon the following:

A. Subjective judgments and evaluations reported by teachers concerning pupil growth relative to the instructional objectives of the activity.

B. Statistics concerning the number of pupils initially enrolled and completing the six week program.

C. A log of parental contacts made by the school nurse.

D. Parental reaction to the summer program gained through the use of a questionnaire.

ACTIVITY 12 -- TABLE I

NUMBER AND PER CENT OF TEACHER RESPONSES TO QUESTIONNAIRE ITEMS CONCERNING FEATURES OF THE KINDERGARTEN-PRIMARY SUMMER PROGRAM OF THE 1966 COMPENSATORY EDUCATION PROGRAM

CONSIDERATION	Very Effective (3)		Moderately Effective (2)		Little Effect (1)		Number of Teachers	Index of Effectiveness (Maximum of 3)
	No.	%	No.	%	No.	%		
I. Over-all success of the K-P summer program	26	70.3	8	21.6	3	8.1	37	2.6
II. Organization and Instruction								
A. Provision for team teaching	41	73.2	13	23.2	2	3.6	56	2.7
B. Provision for cooperative planning time	51	91.1	5	8.9			56	2.9
C. Provision for large group activities	40	71.4	15	26.8	1	1.8	56	2.7
D. Provision for small group activities	42	79.2	10	18.9	1	1.9	53	2.8
E. Provision for field trips	39	70.9	14	25.5	2	3.6	55	2.7
F. Assistance from teacher aides	53	94.6	3	5.4			56	2.9
G. Supportive service from nurse	42	75.0	9	16.1	5	8.9	56	2.7
III. Instructional materials								
A. Kindergarten and First Year Unit								
1. The Frostig Program (Visual Perception)	26	65.0	8	20.0	6	15.0	40	2.5
2. School Readiness (Treasure Chest-Ilg & Ames)	25	62.5	10	25.0	5	12.5	40	2.5
3. Getting Ready to Read (McKee-Harrison)	13	44.8	15	51.7	1	3.5	29	2.4
B. Primary Unit								
1. The Frostig Program (Visual Perception)	21	60.0	10	28.6	4	11.4	35	2.5
2. Learning New Skills in Arith. (Cont. Press)	8	27.6	15	51.7	6	20.7	29	2.1
3. Math. Cards (Pacific Coast Publishers)	7	23.3	14	46.7	9	30.0	30	1.9
4. Sounds of Language Readers (B. Martin)	13	44.8	16	55.2			29	2.4
5. Word Attack Cards (Ideal)	13	46.4	15	53.6			28	2.5
C. Curricular Guide								
1. Identification of expectancies by behavioral age	11	25.6	25	58.1	7	16.3	43	2.1
2. Relating instruction to four perceptual, conceptual and skill areas	14	30.4	24	52.2	8	17.4	46	2.1

IV. Pupil Growth -- in terms of ability	Much Growth (3)		Moderate Growth (2)		Little Growth (1)		Number of Teachers	Index of Growth (Maximum of 3)
	No.	%	No.	%	No.	%		
A. to perform assigned tasks	7	13.0	42	77.8	5	9.2	54	2.0
B. to work in small groups	24	42.9	27	48.2	5	8.9	56	2.3
C. to work in large groups	12	21.4	38	67.9	6	10.7	56	2.1
D. to work independently	9	16.1	37	66.1	10	17.8	56	2.0

V. Findings

A. Teacher evaluations

1. Nature of the sample

57 classroom teachers were employed in the kindergarten-primary summer program. These teachers were asked to complete a questionnaire concerned with the effectiveness of this program and various features of the program (Exhibit M). 56 of these teachers returned questionnaires for a 98.2% response.

2. Treatment of the responses

a. Table I summarizes the questionnaire responses received from the teachers in the kindergarten-primary summer program.

b. Each response was assigned a rank-value as indicated in the table. In this way, a composite average teacher rating was derived regarding each of the areas covered on the form. This facilitated interpretation of the results.

3. Overall success of the kindergarten-primary summer program.

Part I of this table presents the responses of the teachers concerning their opinions of the overall success of the kindergarten-primary summer program. 37 teachers responded to this questionnaire item. 70.3% of the responding teachers indicated that the program had been very effective, while over one-fifth of the responding teachers indicated that it had been moderately effective. Only three (8.1%) of the responding teachers indicated that the program had had little effect.

4. Organization and instruction.

Virtually all the responding teachers completed part II of the questionnaire. An examination of the responses suggests that the teachers felt the most effective organizational and instructional features of the summer program were (1) provisions for cooperative planning time, and (2) assistance from teacher aides. However, it should be noted that all the other organizational and instructional features of the summer program covered in this section of the questionnaire were judged to be very effective by 70.9% to 94.6% of the responding teachers.

5. Instructional materials (Part III of Table I)

a. Kindergarten and first year unit

The teachers of the kindergarten and first year classes were asked to evaluate the effectiveness of three types of instructional materials. Their responses indicate that the Frostig material and the materials developed by Ilg and Ames were more effective than were the materials developed by McKee and Harrison.

b. Primary unit

The teachers working in the primary classes were asked to evaluate the effectiveness of five different types of instructional materials. Their responses indicate that the most effective materials employed in this program were as follows:

(1) Development of visual perceptional abilities. "The Frostig Program for the Development of Visual Perception Abilities," Follet Publishing Company.

(2) Development of reading abilities. "The Sounds of Language Series," Holt, Rinehart, and Winston.

(3) Development of phonics skills. "Word Cards," Ideal Company.

The teachers' responses also indicated the least effective materials used in the primary unit were the Mathematics Cards from the Pacific Coast Publishers.

c. The Curricular Guide

The teachers in the kindergarten-primary summer program were provided copies of a guide concerned with the curriculum procedures to be followed at various levels during the program. The questionnaire gave the teachers an opportunity to evaluate the effectiveness of this guide in the following terms:

(1) in assisting them to identify expectancy levels to be established for pupils on the basis of the behavioral ages, and

(2) in helping them to relate their instruction to perceptual, conceptual and skill areas.

The responses received in regard to the Curricular Guide indicate it was, in the main, moderately effective in terms of the areas under consideration.

d. Pupil growth (Part IV of Table I)

All teachers were given an opportunity to indicate which areas of pupil growth had been most affected by the summer program. Their responses suggest that there had been moderate growth in the four areas of ability covered in the questionnaire. The area most frequently cited as having experienced "much growth" was that concerned with the ability to work in small groups.

B. Pupil participation

1. Table II presents enrollment data for the kindergarten-primary summer program of 1966. These data are presented for each of the 14 compensatory school centers and for the total compensatory school kindergarten-primary summer program.

    a. Column 1 presents information regarding the number of pupils who pre-enrolled for the summer program. These pre-enrollments were made before the end of the 1965-66 school year. They are presented here to indicate the level of interest which was demonstrated initially by parents and teachers when plans for this program were announced.

    b. Column 2 presents the number of pupils who had pre-enrolled but did not show up for the summer school classes when they began.

    c. Column 3 presents the number of pupils who had not pre-enrolled, but who did show up to enroll when the classes began on July 5, 1966.

    d. Column 4 presents the total number of pupils who enrolled for the program. This includes both the number of pupils who pre-enrolled and the number of pupils who enrolled on the first day of the program.

    e. Column 5 presents the number of pupils actually in attendance at the various centers during the course of the six-week summer program. These figures represent the total number of pupils enrolled in the program minus the number of pre-enrollees that did not show up for the classes.

    f. Column 6 presents the number of pupils per school that completed the total six-week program.

    g. Column 7 presents the per cent of those in attendance in the summer program who actually completed the full six-week program. The per cent of completion ranged for the 14 schools involved from 70.7% to 95.5%. The overall rate of completion for the 14 centers was 85.9%.

2. Similar information was also developed by the summer school office for other summer school programs conducted in the district. These other programs were not compensatory in nature, but were designed to supplement and extend the regular school program at the upper elementary, junior high, and senior high school levels. The per cent of pupils completing these programs follow:

    a. The regular elementary-junior high school summer program.

        This summer program was for regular school pupils who had just completed grades 2 through 8. In this program, 7,547 pupils attended summer school classes in 11 centers located in junior high schools. 76.0% of these pupils completed their six week summer sessions.

ACTIVITY 12 -- TABLE II

ENROLLMENT DATA FOR THE KINDERGARTEN-PRIMARY SUMMER PROGRAM BY COMPENSATORY SCHOOL CENTER, 1966

School	Col. 1 Number Pre-Enrolled	Col. 2 Pre-Enrolled No Shows	Col. 3 Number Late Enrolled	Col. 4 Total Number Enrolled	Col. 5 Total Number in Attendance	Col. 6 Total Number Completing Program	Col. 7 Per Cent of Completion (for those in Attendance)
				Cols. 1+3	Cols. 4-2		Cols. 6/5
American Legion	74	31	38	112	81	64	79.0%
Argonaut	75	10	7	82	72	66	91.7%
Bret Harte	60	6	13	73	67	64	95.5%
Camellia	64	13	19	83	70	65	92.9%
Donner	63	10	12	75	65	61	93.8%
Earl Warren	68	10	7	75	65	49	75.4%
Elder Creek	96	36	15	111	75	53	70.7%
Ethel Phillips	80	13	2	82	69	62	89.9%
Jedediah Smith	67	7	4	71	64	61	95.3%
Lincoln	56	17	14	70	53	41	77.4%
Maple	70	13	10	80	67	56	83.6%
Oak Ridge	63	5	10	73	68	60	88.2%
Washington	86	25	12	98	73	57	78.1%
Woodbine	60	18	26	86	68	63	92.6%
TOTAL	982	214	189	1171	957	822	85.9%

b. The regular senior high school summer program.

This program was for the regular pupils who had just completed grades 9 through 11. 3,916 pupils enrolled in the senior high school programs in four senior high school centers. 85.7% of these pupils completed their eight-week summer sessions.

3. The above data demonstrate that the per cent of pupils completing the compensatory kindergarten-primary summer program compared favorably to the per cent of pupils completing the regular elementary-junior high school summer program or the regular senior high school summer program.

C. Parental contacts made by the school nurse.

1. Home visits

Table III presents the number of home visits made by the school nurses of the 1966 kindergarten-primary summer session, by school and for the total program. These data show that the number of home visits made by the school nurse not only varied from school to school but varied from week to week as the program progressed. In all, 535 home visits were made by the school nurses in the 1966 kindergarten-primary summer sessions.

2. Parent contacts by telephone

Table IV shows that the number of telephone contacts made by the school nurses in the 1966 kindergarten-primary summer sessions also varied from school to school, and from week to week as the program progressed. A total of 1,132 parent contacts by telephone was made by the school nurses in this program.

D. Parental responses to the kindergarten-primary summer school program.

A questionnaire (see Exhibit N) was mailed with return envelopes to the parents of each of the 822 pupils who completed the six-week program. Parents with two or more children in the program received a questionnaire for each child enrolled. Consequently, no accurate count of the number of families represented in this sample was available. A total of 238 completed questionnaires was returned by the parents. The parental responses received on these questionnaires are presented in Table V, and may be summarized as follows:

1. Over three-fourths of the responding parents felt that the special kindergarten-primary summer school had been of much value.

2. 95.0% of the responding parents indicated that their children liked the summer school. Over two-thirds of the responding parents indicated that their children liked the program very much.

ACTIVITY 12 -- TABLE III

NUMBER OF HOME VISITS MADE BY THE SCHOOL NURSES OF THE 1966 KINDERGARTEN-PRIMARY SUMMER SESSION, BY SCHOOL

School	1st Week	2nd Week	3rd Week	4th Week	5th Week	6th Week	TOTAL
American Legion	30	24	21	8	5	4	92
Argonaut	0	0	1	3	0	0	4
Bret Harte	10	12	0	0	0	0	22
Camellia	8	5	6	2	3	2	26
Donner	26	18	9	20	21	8	102
Earl Warren	4	4	7	1	9	8	33
Elder Creek	7	4	4	2	3	3	23
Ethel Phillips	17	5	7	4	2	2	37
Jedediah Smith	5	3	5	7	1	3	24
Lincoln	1	4	3	4	10	1	23
Maple	10	4	5	2	3	2	26
Oak Ridge	18	12	24	16	6	9	85
Washington	2	6	9	4	5	3	29
Woodbine	2	1	2	0	2	2	9
TOTAL	140	102	103	73	70	47	535

ACTIVITY 12 -- TABLE IV

NUMBER OF PARENT CONTACTS BY TELEPHONE MADE BY THE SCHOOL NURSES OF THE 1966 KINDERGARTEN-PRIMARY SUMMER SESSION, BY SCHOOL

School	1st Week	2nd Week	3rd Week	4th Week	5th Week	6th Week	TOTAL
American Legion	10	4	5	6	2	0	27
Argonaut	15	10	15	9	15	6	70
Bret Harte	12	22	18	16	12	8	88
Camellia	22	15	12	10	7	2	68
Donner	21	16	24	28	21	6	116
Earl Warren	17	12	14	8	6	1	58
Elder Creek	27	20	17	12	10	4	90
Ethel Phillips	20	29	32	26	15	16	138
Jedediah Smith	15	15	24	16	11	9	90
Lincoln	1	5	3	4	6	3	22
Maple	35	15	30	20	21	11	132
Oak Ridge	36	38	20	18	12	9	133
Washington	14	17	16	7	6	3	63
Woodbine	7	4	7	5	7	7	37
TOTAL	252	222	237	185	151	85	1132

ACTIVITY 12 -- TABLE V

NUMBER AND PERCENT OF PARENTAL RESPONSES TO SELECTED QUESTIONS REGARDING THE KINDERGARTEN-PRIMARY SUMMER SCHOOL PROGRAM, 1966

Question	Response	Number	Per Cent
1. What has been your feeling about the Special Kindergarten-Primary Summer School?	Much value	223	78.8%
	Some value	54	19.1%
	Little value	4	1.4%
	No value	0	
	No response	2	0.7%
2. What has been your child's feelings about summer school?	Liked it very much	195	68.9%
	Liked it	74	26.1%
	Indifferent	11	3.9%
	Disliked it	2	0.7%
	No response	1	0.4%
3. Have you visited school this summer?	Yes	141	49.8%
	No	136	48.1%
	No response	6	2.1%
4. How adequate has communication by the teachers and the nurse been?	Very good	143	50.5%
	Good	71	25.1%
	Satisfactory	38	13.4%
	Insufficient	11	3.9%
	No response	20	7.1%
5. To what degree do you feel that small classes have contributed to any progress your child may have made at summer school?	Very much	221	78.1%
	Some	60	21.2%
	None	2	0.7%
	No response	0	
6. To what degree do you feel that the services of the teachers' aides have contributed to any progress your child may have made at summer school?	Very much	219	77.4%
	Some	56	19.8%
	None	4	1.4%
	No response	4	1.4%
7. To what degree do you feel that field trips have contributed to any progress your child may have made during the summer?	Very much	219	77.4%
	Some	46	16.2%
	None	7	2.5%
	No response	11	3.9%

3. Less than one-half of the responding parents indicated that they had visited the summer school program.

4. Approximately one-half of the responding parents indicated that the school-home communication by the teachers and the nurse had been "very good." Another one-fourth of the responding parents indicated that this communication had been "good."

5. Over three-fourths of the responding parents indicated that the small classes maintained in the summer school program contributed very much to any progress their children may have made during the summer school.

6. Over three-fourths of the responding parents also indicated that the services of the teachers' aides contributed very much to any progress their children may have made during the summer school.

7. Again, over three-fourths of the responding parents indicated that the field trip program maintained in the kindergarten-primary summer program had contributed very much to any progress their children may have made during the summer.

The parental responses received, though limited in terms of the total sample possible, did represent almost 300 families. Responses reported in Table V and summarized above were, in any event, very favorable. These encouraging responses and the per cent of pupils completing the summer program (in comparison to those who completed the regular elementary-junior high school summer program), when combined might support the conclusion that the kindergarten-primary summer session received considerable support from the parents and was approved by them in these compensatory school neighborhoods.

AREA III ACTIVITIES

PROFESSIONAL GROWTH, IN-SERVICE TRAINING, AND CURRICULUM DEVELOPMENT

Activity 13: In-Service Training (227)

This activity was composed of four relatively distinct endeavors. They are treated separately in this report.

Summer Teacher Workshop on Compensatory Education, 1966

I. Objectives

The workshop was conducted for teachers, counselors, department chairmen, and administrators working with compensatory education pupils in public and non-public schools. Its objective was to provide these personnel a unique opportunity

A. to analyze problems of the disadvantaged child,

B. to suggest practical ways of dealing with these problems, and

C. to develop and share techniques and materials useful in teaching disadvantaged children.

II. Description of the Program

The summer workshop was conducted for a period of 5 weeks. It was held at the Luther Burbank Senior High School. The school is new, modern, convenient to freeway travel, and has considerable parking facilities. 144 participants were assisted by 17 consultants, 48 demonstration teachers, 6 staff members and a director. Each participant received $250 for the five week period and 4 units of salary credit on the teachers' salary schedule.

Each daily session was three and one-half hours long and was composed of three parts

A. The development of concepts relative to the problems of disadvantaged youth was provided through the use of outstanding resource persons primarily from outside the district.

B. Demonstration lessons were provided to present practical teaching techniques which would be helpful in working with these children.

C. A materials development laboratory was established where special supplies and resources were provided in order to give teacher participants an opportunity to create and prepare instructional materials for use in their classrooms the following fall semester.

III. Time Interval

The Summer Teacher Workshop on Compensatory Education was held daily from July 5, 1966, through August 5, 1966.

IV. Evaluation Strategy

A. Participants' questionnaire

The participants were requested to assess the workshop by completing a questionnaire on August 5, 1966 (Exhibit K).

B. Principals' questionnaire

After these participants returned to their schools for the fall semester, the principals of their schools were asked to complete a questionnaire (Exhibit L) designed to determine if the teachers had

1. expressed favorable or unfavorable comments about the workshop;
2. improved in their attitudes and abilities regarding the teaching of disadvantaged pupils;
3. shared ideas, techniques and materials gained in the workshop with other teachers; and/or
4. generally stimulated teacher interest in any possible future workshops.

C. Director's preliminary evaluation report.

Immediately following the end of the workshop, the director held a meeting with his staff and reviewed the total program. Suggestions and comments were received, discussed, and recorded. These were then incorporated in a report to be used as a reference after the summer vacation when planning for future workshops began.

V. Findings

A. Participants' questionnaire responses

1. The most effective resource persons employed as consultants to develop concepts relative to the problems of disadvantaged youth as they relate to education.
    a. Table I presents the number and per cent of the participants, by personnel classifications, indicating which of the consultants' topics were presented most effectively.* In summary, these data show that the consultant topics considered the most effectively presented by substantial majorities of the participants were as follows:

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*Some consultants and topics noted on the questionnaire are not included in Table I. This was due to the fact that these consultants were unfortunately unable to participate in the workshop at the last minute.

        (1) "Characteristics of Children and Youth from the Culture of Poverty" (Dr. Newton Mettfessel)

        (2) "Writing and Using Literature with Children" (Dr. Robert Whitehead)

        (3) "Music and the Arts" (Mrs. Beatrice Krone)

        (4) "Attitudes and the Compensatory Child" (Dr. Staten Webster)

    b. The data in Table I also indicate that each speaker was considered particularly effective by some of the participants and, therefore, met some of the needs represented by the group. The overall data in Table I were considered in the process of planning for the summer workshop of 1967.

2. Topics in the area of compensatory education that were not covered, or covered inadequately, which should be included in future workshops.

   There were many responses on this section of the questionnaire. They were varied and diverse in nature, depending upon the needs and interests of the participants. Only four areas were mentioned by as many as five participants as deserving attention, or increased attention, in future workshops:

    a. More information and examples related to mechanical teaching aides.

    b. Techniques for teaching mathematics to the disadvantaged.

    c. More information concerning teaching techniques, generally, that have proven satisfactory in other areas.

    d. How to handle the discipline problems arising in the compensatory school setting.

   The responses received regarding this question, as were all free responses, were copied verbatim and provided to the Staff Training Services Department so that they could be accurately advised of the views expressed and consider them in their planning for the future.

3. The helpfulness of the three main daily divisions of the workshop.

   Table II presents the responses of the participants, by personnel classifications, regarding the helpfulness of the three main divisions of the workshop. In summary, these data show the following:

ACTIVITY 13 -- TABLE I

NUMBER AND PER CENT OF WORKSHOP PARTICIPANTS INDICATING WHICH CONSULTANTS WERE "PARTICULARLY EFFECTIVE" BY PERSONNEL CLASSIFICATIONS

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COMPENSATORY EDUCATION SUMMER WORKSHOP, 1966

Presentation Topics of Consultants	CLASSROOM TEACHERS												Elementary School Counselors		Elementary School Principals		Other Personnel		Total	
	Kindergarten-Primary		Upper Elementary		Resource Teachers		Junior High School		Senior High School		Educable M.R.									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
America, Its Ups and Downs	24	53.3	27	61.4	2	20.0	4	30.8	7	50.0	2	66.7	3	75.0	2	50.0			71	50.7
Compensatory Education in California	13	28.9	12	27.3	3	30.0	6	46.2	1	7.1	2	66.7			2	50.0	1	33.3	40	28.6
Attitudes and the Compensatory Child	27	60.0	32	72.7	8	80.0	8	61.5	6	42.9	3	100.0	4	100.0	4	100.0			92	65.7
Teachers as Counselors	15	33.3	23	52.3	6	60.0	6	46.2	5	35.7	1	33.3	4	100.0	3	75.0	2	66.7	65	46.4
Inspirational Motivation	18	40.0	19	43.2	1	10.0	7	53.8	7	50.0	3	100.0	2	50.0			1	33.3	58	41.4
The Mexican American	21	46.7	25	56.8	3	30.0	6	46.2	6	42.9	2	66.7	2	50.0	4	100.0	2	66.7	71	50.7
Involving Parents in the Educational Program	16	35.6	17	38.6	2	20.0	6	46.2	5	35.7	1	33.3	1	25.0	4	100.0	1	33.3	53	37.9
Characteristics of Children and Youth from the Culture of Poverty	44	97.8	44	100.0	10	100.0	11	84.6	14	100.0	3	100.0	4	100.0	3	75.0	3	100.0	136	97.1
Dialects, Slang, and Problems of Standards	22	48.9	16	36.4	4	40.0	7	53.8	5	35.7	2	66.7	3	75.0			1	33.3	60	42.9
Evaluating Tests (1)	6	13.3	4	9.1	1	10.0	3	23.1	2	14.3									16	11.4
Understanding of Roles	9	20.0	10	22.7	2	20.0	3	23.1	8	57.1	3	100.0	2	50.0	1	25.0			38	27.1
Music and the Arts	44	97.8	32	72.7	9	90.0	11	84.6	10	71.4	3	100.0	4	100.0	4	100.0	3	100.0	120	85.7
Science Inquiry Method	11	24.4	21	47.7	4	40.0	8	61.5	4	28.6	1	33.3	3	75.0	4	100.0			56	40.0
Visual Aids in Today's Learning	14	31.1	6	13.6	1	10.0	6	46.2	4	28.6	1	33.3	2	50.0	1	25.0	1	33.3	36	25.7
Language Approach	10	22.2	19	43.2	4	40.0	3	23.1	4	28.6			1	25.0	2	50.0			43	30.7
Writing and Using Literature with Children	44	97.8	43	97.7	10	100.0	12	92.3	12	85.7	3	100.0	3	75.0	4	100.0	2	66.7	133	95.0
Developing a classroom newspaper	20	44.4	14	31.8	2	20.0	6	46.2	6	42.9	1	33.3	2	50.0	2	50.0	2	66.7	55	39.3
Teacher Aides (1)	23	51.1	9	20.5	5	50.0			4	28.6	1	33.3	2	50.0	3	75.0	1	33.3	48	34.3
TOTAL NUMBER RESPONDING	45		44		10		13		14		3		4		4		3		140	

ACTIVITY 13 -- TABLE II

NUMBER AND PER CENT OF WORKSHOP PARTICIPANTS INDICATING THE DEGREE TO WHICH THE THREE DIVISIONS OF THE WORKSHOP WERE HELPFUL BY PERSONNEL CLASSIFICATION

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COMPENSATORY EDUCATION SUMMER WORKSHOP, 1966

PERSONNEL	Very Helpful (4)		Moderately Helpful (3)		Slightly Helpful (2)		Of Little or no Help (1)		Total Number Responding	Index of Helpfulness (Maximum of 4)
	No.	%	No.	%	No.	%	No.	%		
A. GUEST SPEAKERS										
Teacher, Kindergarten-Primary	25	55.6	18	40.0	1	2.2	1	2.2	45	3.5
Teacher, Upper Elementary	13	30.2	26	60.5	3	7.0	1	2.3	43	3.2
Teacher, Resource	6	60.0	4	40.0					10	3.6
Teacher, Junior High School	6	46.1	4	30.8	2	15.4	1	7.7	13	3.2
Teacher, Senior High School	6	40.0	5	33.3	3	20.0	1	6.7	15	3.1
Teacher, Educable M.R.	2	66.7	1	33.3					3	3.7
Counselor, Elementary School	2	50.0	2	50.0					4	3.5
Principal, Elementary School	1	25.0	3	75.0					4	3.3
Other Personnel	2	50.0	1	25.0	1	25.0			4	3.0
Total	63	44.7	64	45.4	10	7.1	4	2.8	141	3.3
B. DEMONSTRATION LESSONS										
Teacher, Kindergarten-Primary	28	62.2	11	24.5	6	13.3			45	3.5
Teacher, Upper Elementary	14	34.1	14	34.1	13	31.8			41	3.0
Teacher, Resource	3	30.0	6	60.0			1	10.0	10	3.1
Teacher, Junior High School	5	35.7	5	35.7	3	21.4	1	7.2	14	3.0
Teacher, Senior High School	5	33.3	4	26.7			6	40.0	15	2.5
Teacher, Educable M.R.	2	66.7	1	33.3					3	3.7
Counselor, Elementary School			3	75.0	1	25.0			4	2.8
Principal, Elementary School	4	100.0							4	4.0
Other Personnel	2	66.7					1	33.3	3	3.0
Total	63	45.3	44	31.7	23	16.5	9	6.5	139	3.2
C. MATERIAL WORKSHOP										
Teacher, Kindergarten-Primary	42	93.3	3	6.7					45	3.9
Teacher, Upper Elementary	35	81.4	5	11.6	3	7.0			43	3.7
Teacher, Resource	7	70.0	2	20.0	1	10.0			10	3.6
Teacher, Junior High School	13	92.9	1	7.1					14	3.9
Teacher, Senior High School	11	73.4	2	13.3	2	13.3			15	3.6
Teacher, Educable M.R.	3	100.0							3	4.0
Counselor, Elementary School	3	75.0					1	25.0	4	3.3
Principal, Elementary School	3	75.0	1	25.0					4	3.8
Other Personnel	1	50.0	1	50.0					2	3.5
Total	118	84.3	15	10.7	6	4.3	1	0.7	140	3.8

a. The material workshop was, generally, considered the most helpful daily activity by all classifications of participants. 118 (84.3%) indicated it was "very helpful" while 15 (10.7%) indicated it was "moderately helpful." Only 7 (5.0%) of the participants indicated it was "slightly helpful" or "of little or no help."

b. The guest speakers were considered "very helpful" by 63 (44.7%) of the participants or "moderately helpful" by 64 (45.4%) of the participants.

c. The demonstration lessons were considered "very helpful" by 63 (45.3%) of the participants or "moderately helpful" by 44 (31.7%) of the participants.

4. The areas in which the workshop was helpful to the participants regarding their continued work with disadvantaged pupils.

Table III presents the nature of the responses received from the participants regarding this concern. These data may be summarized as follows:

a. The workshop was most helpful to the participants in increasing their repertoires of techniques and materials for working with pupils. 128 (92.7%) of the participants indicated the workshop was very or moderately helpful in this regard.

b. 122 (89.0%) of the participants indicated the workshop was very or moderately helpful in increasing their appreciation of the role and responsibility of the public school in promoting opportunities for self-improvement among the disadvantaged.

c. 121 (87.7%) of the participants indicated the workshop was very or moderately helpful in increasing their potential to work effectively with culturally disadvantaged children.

d. 116 (84.7%) of the participants indicated the workshop was very or moderately helpful in developing more awareness of the nature of the detrimental effects of poverty and/or cultural deprivation.

e. 115 (82.8%) of the participants indicated the workshop was very or moderately helpful in increasing their understandings of the problems faced by teachers working with disadvantaged children.

f. 109 (79.6%) of the participants indicated the workshop was very or moderately helpful in the discovery that these children have unique problems which require that professionals who work with them have special competencies.

ACTIVITY 13 -- TABLE III

NUMBER AND PER CENT OF WORKSHOP PARTICIPANTS INDICATING THE DEGREE TO WHICH THE WORKSHOP WAS HELPFUL TO THEM ACCORDING TO AREAS OF PERSONAL UNDERSTANDINGS

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COMPENSATORY EDUCATION SUMMER WORKSHOP, 1966

QUESTION	Very Helpful (4)		Moderately Helpful (3)		Slightly Helpful (2)		Of Little or no Help (1)		Total Number Responding	Index of Helpfulness
	No.	%	No.	%	No.	%	No.	%		
The workshop helped me develop more awareness of the nature of the detrimental effects of poverty and/or cultural deprivation.	63	46.0	53	38.7	14	10.2	7	5.1	137	3.3
The workshop helped me develop more awareness that these children are the victims and not the creators of their circumstances.	53	38.7	56	40.9	18	13.1	10	7.3	137	3.1
The workshop helped increase my appreciation of the role and responsibility of the public schools in promoting opportunities for self-improvement among the disadvantaged.	85	62.0	37	27.0	13	9.5	2	1.5	137	3.5
The workshop helped increase my understandings of the problems faced by teachers working with disadvantaged children.	60	43.2	55	39.6	13	9.3	11	7.9	139	3.2
The workshop helped increase my repertoire of techniques and materials for working with pupils.	97	70.3	31	22.4	7	5.1	3	2.2	138	3.6
The workshop helped increase my potential to work effectively with culturally disadvantaged children.	80	58.0	41	29.7	14	10.1	3	2.2	138	3.4
The workshop helped me discover that these children have unique problems which require that professionals who work with them have special competencies.	62	45.3	47	34.3	19	13.9	9	6.5	137	3.2

g. 109 (79.6%) of the participants indicated the workshop was very or moderately helpful in developing more awareness that these children are the victims and not the creators of their circumstances.

The responses received on this section of the questionnaire were particularly encouraging since four-fifths or more of the participants indicated the workshop had been very or moderately helpful in regard to all the areas covered in this questionnaire.

5. The final question asked the participants if they preferred the general nature of the workshop to one that might have concentrated on one or only a few relatively distinct problem areas in the field of compensatory education.

    a. 107 (82.9%) of the participants indicated the general type workshop provided was preferred.

    b. 22 (17.1%) of the participants indicated they would prefer a workshop which concentrated on one or a few problem areas.

B. Principal questionnaire responses

1. In the fall of 1966, 31 public and non-public school principals were identified as having teachers on their staffs who had participated in the workshop. These included the following classifications of schools

    a. Compensatory schools

        (1) elementary schools

            (a) 13 public schools

            (b) 2 non-public schools

        (2) three public junior high schools

        (3) senior high schools

            (a) 2 public schools

            (b) 1 non-public school

    b. Nine non-compensatory elementary schools receiving compensatory education pupils under "Project Aspiration"

    c. One public adult high school.

2. The principals' questionnaire was sent to these 31 principals in November, with the participating teachers identified, after the teachers had been back in their classrooms for two months. Two principals returned the questionnaires uncompleted with the explanation that they were new in their positions and unable to judge the effects of the workshop on the teachers concerned.

3. 29 (100.0%) of the remaining 29 principals completed the questionnaires and returned them to the district's Planning and Research Services Office. Their responses to the questionnaire items were as follows:

   a. Reports received from the participants

      (1) 26 (89.7%) of the responding principals indicated that the reports received from the participants regarding the workshop were largely favorable.

      (2) 2 (6.9%) of the responding principals indicated that the reports received were mixed -- favorable and unfavorable.

      (3) One (3.4%) of the principals indicated that the reports he received were largely unfavorable.

      The nature of the favorable and unfavorable comments reported by the principals which had come to their attention were numerous and varied. As might be expected on the basis of the above data they were largely favorable. They were copied verbatim and provided to the Staff Training Services Department for their consideration.

   b. The principals were asked to rate their participating teachers according to whether or not, after the workshop, they seemed to be better equipped to work with disadvantaged pupils. Only 18 principals responded on this section of the questionnaire. Most of those who did not complete this section indicated the teachers were new to their schools -- recent transfers resulting from Project Aspiration -- and they could not compare them with their previous year. The 18 principals responded to the parts of this section as follows:

      (1) 8 indicated their participating teachers had improved their attitudes toward minority group pupils. 10 indicated their teachers' attitude was previously satisfactory and had not changed.

      (2) 10 indicated their teachers had improved their attitudes toward educationally disadvantaged pupils. 8 indicated their teachers had maintained their previously satisfactory attitudes in this regard.

(3) 11 indicated their teachers had improved their attitudes toward the purposes and features of compensatory education. 6 indicated their teachers had maintained their previously satisfactory attitudes in this regard.

(4) 11 indicated their teachers had improved their abilities to relate the curriculum to the needs of disadvantaged pupils. 5 indicated their teachers had maintained their previously satisfactory levels of ability and 2 indicated their teachers' abilities still needed to be improved in these regards.

(5) 13 indicated their teachers had improved their preparedness in terms of teaching materials to aid in their instructional programs. 3 principals indicated their teachers had previously been satisfactorily prepared and 2 indicated their teachers still needed improvement in this regard.

c. Did the participants influence other teachers when they returned to the schools?

(1) 23 (79.3%) of the responding principals indicated the participating teachers had influenced their colleagues who did not attend the workshop. This would suggest that the workshop served to affect many teachers in addition to those who did participate.

(2) Only 2 (6.9%) of the principals indicated their participating teachers had not influenced other faculty members of their schools.

(3) 4 (13.8%) of the principals indicated they had not determined if their participating teachers had influenced other teachers in their schools.

d. Interest in future summer workshops.

24 (82.8%) of the principals indicated there was general interest in participating in future summer workshops

(1) among teachers who did participate in the summer of 1966, and

(2) among teachers who did not participate in the summer of 1966.

C. Preliminary evaluation report of the director of the summer workshop.

The director's preliminary evaluation report of the summer workshop was actually a list of suggestions for improving future summer workshops. As such, it did not dwell upon the successes of the program; but concentrated on areas of weaknesses. In summary, these suggestions were as follows:

1. A small percentage of the participants seemed to attend the workshop primarily to earn the district's salary schedule credit units and the money. To minimize this possibility, candidates for participation are to be screened more carefully in the future.

2. Future workshops should either reduce the number of participants or enlarge the work areas available to be sure the activities are not overcrowded.

3. The specific duties and responsibilities of the various workshop leaders are to be better defined and explained as a result of the experiences gained through this first workshop.

4. The next workshop is to provide more time and opportunities for the participants to share ideas and discuss their problems in small groups.

5. Future workshops should provide more opportunities for teachers to experiment with a wide variety of instructional equipment and facilities: tape recorders, films and filmstrips, overhead projectors and transparencies, opaque projectors, typewriters (primary and intermediate), Thermofax machines, dittoed materials, listening centers, etc.

There were 12 additional suggestions for future workshops, they dealt with matters concerning administration, scheduling, supplies, and format of the workshop.

Activity 13: In-Service Training (227) -- Continued

Demonstration Teachers

I. Objectives

A. To help teachers upgrade their instructional techniques.

B. To help teachers identify the instructional needs of the pupils.

C. To help establish guidelines for the practical identification of the ability levels of culturally disadvantaged children.

II. Description of the Program

Three demonstration teachers were employed to work intimately with classroom teachers in areas of need as identified by the classroom teachers. The demonstration teachers were to become involved with a classroom teacher only when such service was requested by the classroom teacher or his/her principal. In the course of their activities, it was anticipated that the demonstration teachers would do the following:

A. Observe compensatory education programs in the local public and non-public schools as well as in other communities.

B. Identify and collect examples of good techniques and materials to share with classroom teachers.

C. Help develop plans for the 1967 summer teacher workshop on compensatory education.

D. Demonstrate teaching techniques for individual classroom teachers and/or work jointly with classroom teachers during the introduction of new lessons or the field testing of new materials.

During the 1966-67 school year, two memoranda were issued to compensatory school principals which outlined the functions of demonstration teachers in more detail than presented here. Copies of these memoranda are presented at the end of this activity report (see Addenda A and B).

III. Time Interval

The demonstration teachers served one week prior to the opening of school in the fall on September 12, 1966, past the close of school in the spring on June 16, 1967, and through the summer workshop ending on August 5, 1967.

IV. Evaluation Strategy

A. The director's report

The director of this program kept a complete record of all the activities of the demonstration teachers. At the end of the year, he made a report on the number and types of demonstration lessons requested and provided in the classrooms of the compensatory schools. This report is summarized in this evaluation to describe the services actually realized under this activity.

B. Teacher questionnaire

The general teacher questionnaire on compensatory education (Exhibit C) contained an item asking the teachers familiar with this program to rate its effectiveness.

C. Principal questionnaire

The principals' questionnaire on the effectiveness of the compensatory education program (Exhibit D) also contained items requesting principals to rate the effectiveness of the demonstration teachers in terms of the classroom instructional program and in terms of positive changes in teachers' insights, skills and sensitivities.

V. Findings

A. The director's report

The director of this program submitted a report on the activities of the demonstration teachers. The following is a summary of that report.

1. Nature of the demonstration teacher service

The three demonstration teachers were to serve the 13 compensatory elementary schools and 19 receiving schools for Project Aspiration. They assisted upon the request of the principal of each school. The demonstration teachers were not, however, used as supervisors nor were they responsible for evaluating the professional competence of the regular teachers. The demonstration teacher's role was that of one teacher helping another.

a. The demonstration teachers presented 275 demonstrations for individual teachers in 29 schools for a period of one to three days.

b. Forty-three demonstrations were made to the entire staff of twenty-six schools.

c. The most popular requests were for demonstrations in creative writing followed by introduction to social studies units, developmental reading techniques, primary mathematics, and the use of learning centers.

d. Other demonstrations included such areas as handwriting, remedial reading, enrichment reading, primary and intermediate literature, dramatization, phonics, vocabulary building, primary and intermediate science, art, intermediate mathematics, choral speaking, poetry, readiness in reading, speaking skills, audio-visual aids, and use of E.S.E.A. materials.

e. When working with the entire staff, the demonstration requested the greatest number of times was the one developed on the use of audio-visual aids and Par-Lab materials. In addition, presentations were made on the language experience approach, physical fitness testing, and organization planning.

f. A workshop was prepared by the demonstration teachers on the use of teacher aides in which all of the aides in the school district were invited to spend a full day learning techniques which would assist them in helping the teacher. In addition, a television program was presented to all teachers who had teacher aides assigned to them and were unaccustomed to having an additional person in the classroom. This program was designed to show teachers how teacher aides could be used effectively.

g. One of the recommendations of the compensatory education action committee was that teachers were not using the new learning centers effectively. A demonstration program was developed in which the demonstration teachers worked with the children of one school for a period of two weeks. This was followed by a workshop for all principals in the compensatory education schools and "Project Aspiration" receiving schools who had this equipment available to them.

h. One of the most effective uses of the demonstration teachers was made by the program specialists and principals who used them to introduce curriculum guides, audio-visual aids, instructional materials, and other new programs into the schools.

2. The director's evaluation of the demonstration teacher program

   a. The director has discussed this program with school personnel and reported that the program was accepted in the school for the following reasons:

(1) Experienced teachers have appreciated the opportunities to observe master teachers at work without feeling that they were being supervised.

(2) New teachers have welcomed the demonstration lessons because they seem to feel that such service strengthens their profession and does not threaten the individual teacher's future.

(3) The principals appreciated the demonstration teachers' assistance because their busy schedules frequently prevented them from giving direct assistance to teachers when it was needed promptly.

b. The director's suggestions for improving the program

(1) The demonstration teacher program started slowly because of teacher reluctance to involve other personnel in their classroom instructional activities. As they became acquainted with the demonstration lessons available, requests for the service increased. It is hoped that the demonstration teachers will be able to meet with each school staff early in the 1967-68 school year to explain the services they have to offer so that the program will be operating at capacity early in the year.

(2) The changes in the techniques, methods, and terminology which have been made recently in the area of mathematics make it very desirable to obtain a demonstration teacher with special preparation in this area.

B. Teacher evaluation

The teacher questionnaire on the effectiveness of the compensatory education program (Exhibit C), discussed under the general evaluation of Area I activities, contained three items relative to the services of the demonstration teachers. The teachers were requested to respond to these items only if they had experience with the services of the demonstration teachers. A review of these responses follows:

1. Demonstration of classroom use of instructional techniques

57 (32.8%) of the 174 teachers completing the questionnaire responded to this item. These 57 teacher responses were distributed as follows:

a. 38 (66.7%) indicated the demonstration teachers were moderately or very effective in demonstrating classroom use of instructional techniques.

b. 10 (17.5%) indicated the demonstration teachers were slightly effective.

c. 5 (8.8%) indicated the demonstration teachers were not effective in demonstrating classroom use of instructional techniques, and the remaining 4 (7.0%) reported the demonstration teachers had a negative effect.

2. Demonstration of classroom use of instructional materials

56 (32.2%) of the 174 teachers completing the questionnaire responded to this item. These 56 teacher responses were distributed as follows:

a. 39 (69.6%) indicated the demonstration teachers were moderately or very effective in this respect.

b. 9 (16.1%) reported the demonstration teachers were slightly effective in demonstrating classroom use of instructional materials.

c. 5 (8.9%) reported the demonstration teachers were not effective regarding the demonstration of classroom use of instructional materials, and the remaining 3 (5.4%) indicated they had a negative effect.

3. Demonstration of classroom use of instructional equipment

55 (31.6%) of the 174 teachers completing the questionnaire responded to this item. These 55 teacher responses were distributed as follows:

a. 36 (65.5%) indicated the demonstration teachers were moderately or very effective in demonstrating the classroom use of instructional equipment.

b. 10 (18.2%) indicated the demonstration teachers were slightly effective in this respect.

c. 6 (10.9%) reported the demonstration teachers were not effective regarding the demonstration of classroom use of instructional equipment, and the remaining 3 (5.4%) indicated the demonstration teachers had a negative effect.

C. Principal evaluation

The principal questionnaire on the effectiveness of the compensatory education program (Exhibit D), discussed under the general evaluation of Area I activities contained two items relative to the effectiveness of the demonstration teachers. Of the 14 principals responding to the questionnaire, 13 responded to each of these two items. A review of these responses follows:

1. Effectiveness regarding the classroom instructional program
    a. 3 (23.1%) of the principals indicated the demonstration teachers were very effective and 3 (23.1%) indicated they were moderately effective regarding the classroom instructional program.

    b. 6 (46.1%) of the principals indicated the demonstration teachers were slightly effective regarding the classroom instructional program.

    c. One (7.7%) of the principals reported the demonstration teachers were not effective in this respect.

2. Effectiveness regarding positive changes in teacher insights, skills, and sensitivity
    a. 2 (15.4%) of the principals reported the demonstration teachers were very effective, and 4 (30.8%) indicated they were moderately effective regarding positive changes in teacher insights, skills, and sensitivity.

    b. 6 (46.1%) of the principals indicated the demonstration teachers were slightly effective, and one (7.7%) principal reported they were not effective in this respect.

Activity 13: In-Service Training (227) -- Continued

In-Service Training Sessions

I. Objectives

To identify the educational and social problems of culturally disadvantaged children and to promote school practices for working with such children which would increase the effectiveness of the following school personnel:

A. Classroom teachers

B. Resource reading teachers

C. Teacher aides

D. School clerks

E. School principals

II. Description of the Program

The Staff Training Services Department of the Personnel Services Office provided the following in-service training sessions during the 1966-67 school year:

A. Workshop for teacher aides (November 10, 1966)

B. Training session for school clerks (December 19, 1966)

C. Training program for bus matrons (January 17, 1967)

D. T.V. program on the use of teacher aides (January 26, 1967)

E. "The Culture of Poverty" in-service training program

  1. Principal's workshops (February 1, 1967)

  2. T.V. presentations to teachers in schools (February 23 and March 30, 1967)

F. Training program on the use of "learning centers" (February 28, 1967)

These training sessions were described briefly in the memoranda developed during the year to notify appropriate personnel of these opportunities. These memoranda are presented in the Addenda to this activity report. (Addenda C through H)

III. Time Interval

The individual in-service training sessions or programs were held periodically during the 1966-67 school year (see the dates noted above). However, planning and organizational activities were continuous during the fiscal year from July 1, 1966, through June 30, 1967.

IV. Evaluation Strategy

A. The ultimate success of this program must be determined by the progress of the pupils in the compensatory school programs. Consequently, the final evaluation must be made in terms of the findings presented in other sections of this total E.S.E.A. report -- particularly those concerned with the general evaluation, Activity 3 (Reading), and Activity 6 (An Educational Plan to Alleviate the Adverse Effects of De Facto Segregation).

B. Short-term evaluation plans

1. The director of this program kept a complete record of all the activities involved in providing these training sessions. At the end of the school year, the director made a report regarding the experiences gained in providing these activities and reactions received from the participants. His report is summarized in this evaluation.

2. Teacher questionnaire

The general teacher questionnaire on compensatory education (Exhibit C) contained an item asking the teachers to rate the effectiveness of the in-service training sessions.

3. Principal questionnaire

The principals' questionnaire on the effectiveness of the compensatory education program (Exhibit D) also contained items requesting principals to rate the overall effectiveness of these in-service training sessions.

V. Findings

A. The director's final report

The plans for each E.S.E.A. financed in-service training session were submitted, in advance, to the district's Project Aspiration Planning Committee for suggestions and approval. The in-service training sessions which were provided varied a great deal according to the needs of the personnel involved and were directed at specific problems deemed to be the most vital at the time.

The director of this activity submitted a report describing and evaluating the in-service training sessions thus provided. The following is a summary of that report:

1. Training sessions for home visitors (lay personnel)

   Two training sessions were scheduled for home visitors during the 1965-66 school year. Instruction was given in parent conferencing procedures, school district policy, principal, teacher and student relationships, and intergroup relations. The home visitors met with the director of Compensatory Education and the principals of the schools affected by Project Aspiration. In discussing effectiveness of the program, the majority of principals felt that it offered them another avenue of communication with their communities and that it provided an excellent program of human relations.

2. Training sessions regarding the work of teacher aides

   Two programs were conducted for teacher aides with one being for the teacher aides and the second being for the teachers with whom the aides would work. The first program for teacher aides was designed to provide a wide variety of practical experiences which would be of benefit to the aides in their supporting role of the teachers in the classrooms. This program included instruction in the use of audio-visual materials and equipment, and the practical development of materials to be used by teachers and pupils. The second program was a television program broadcast to all compensatory education schools and designed to give teachers and principals practical suggestions on the most effective technique of using teacher aides in the classroom. There was evidence of a great need for both programs and our office had a very favorable response from both the teaching staff, the principals, and the teacher aides. However, it is felt that, in the future, at least two programs should be developed each year. The first program would be designed for new teachers and teacher aides and the second one would be in response to the needs of teachers and teacher aides in the middle of the year.

3. Training sessions for bus matrons (Project Aspiration)

   The transportation provided in connection with Project Aspiration (see Activities 7 and 9) necessitated the employment of bus matrons for the first time in the Sacramento City Unified School District. To promote the success of this service, a special training session was held to familiarize the matrons with the policies and procedures of the district and to advise them of their responsibilities to the school and community.

This training session was considered only fairly successful. Lack of previous experience with school integration programs by busing and the use of bus matrons prevented the anticipation of many of the problems or complications which arose during the year. It is hoped that, with the year of experience in this area which has now been gained, similar training sessions planned for next year will be better designed to meet the needs of the personnel (matrons) and the program. In addition, it is hoped that at least two such training sessions will be provided during the 1967-68 school year.

4. Training sessions for school clerks

The school clerk is a key person in the development of relationships between the school and the home. For this reason it was felt that a program of in-service training was needed to increase the clerks' knowledge and understanding of children and parents from socially deprived neighborhoods. Dr. Staten Webster, an eminent consultant from the University of California at Berkeley, was obtained to discuss the relationships which clerks might face daily with socially deprived children and parents. This meeting was not completely successful in that it was more philosophical than practical. The school clerks felt that a program of this type would be far more beneficial if they would have an opportunity to discuss within their own group the problems they face daily. However, they did indicate that Dr. Webster brought to light many ideas and concepts they had not previously considered which would stimulate future meetings.

5. Training sessions on the use of learning centers

During the middle of the 1965-66 school year, the Compensatory Education Action Committee received reports that much of the equipment purchased under the E.S.E.A. program was not being utilized to its fullest extent in the classrooms. For this reason, a special training session was conducted for compensatory school principals involving the use of learning centers to promote the individualization of instruction and to provide opportunities for pupils to develop their self-direction in learning. The three E.S.E.A. demonstration teachers (see previous section) conducted actual classroom demonstrations with compensatory education pupils for the principals and then took them to visit other classrooms where they could observe regular teachers employing the facilities with their pupils.

This particular in-service training program received an extremely high rating on an evaluation form from all of the compensatory school principals. They indicated an increased appreciation for the educational value of the learning centers and recommended that similar training sessions be provided for all classroom teachers in the future.

6. In-service television series on "The Culture of Poverty"

A principals' workshop on "The Culture of Poverty" was conducted by the Staff Training Services Department for the purpose of developing better understandings of the child who comes from a "poor home," and the unique problems he must overcome to succeed in a school-oriented culture. This workshop was followed by two television programs directed to the staffs of all of the schools in the district. These programs featured two eminent professors from the University of Southern California, Dr. Newton Metfessel and Dean Edward McDonough. These programs were considered to be highly successful and offered a new concept of bringing the teachers closer to the problems faced by the socially deprived child. In addition, this technique of workshops for principals preceding television presentations by noted authorities which are followed by discussions was judged very satisfactory. It helped the principals to be better prepared to conduct the sessions in their individual schools, it brought the views of the authorities before a great number of classroom teachers without requiring them to travel and gather in large crowds, and the discussion groups formed following the television programs were relatively small and oriented toward the common problems and concerns faced in each individual school.

B. Teacher evaluation

The teacher questionnaire on the effectiveness of the compensatory education program (Exhibit C), discussed under the general evaluation of Area I activities contained items relative to the effectiveness of three of the in-service training sessions. The teachers were requested to respond to these items only if they had experience with these training sessions. A review of their responses follows:

1. Workshop for teacher aides

35 (20.1%) of the 174 teachers who completed the questionnaire responded to this item. These 35 teacher responses were distributed as follows:

a. 22 (62.9%) of the teachers reported this workshop was moderately or very effective.

b. 6 (17.1%) of the teachers indicated the workshop was slightly effective, and 3 (8.6%) reported it was not effective.

c. The remaining 4 (11.4%) teachers indicated the workshop had a negative effect.

2. Television program on the use of teacher aides

   106 (60.9%) of the 174 teachers completing the questionnaire responded to this item. These 106 responses were distributed as follows:

   a. 56 (52.8%) of the teachers indicated this program was moderately or very effective.

   b. 25 (23.6%) of the teachers reported the program to be slightly effective, and 20 (18.9%) indicated it was not effective.

   c. The remaining 5 (4.7%) teachers indicated the program had a negative effect.

3. "The Culture of Poverty" - television programs - Dr. Metfessel and Dr. McDonough

   131 (75.3%) of the 174 teachers completing the questionnaire responded to this item. These 131 teacher responses were distributed as follows:

   a. 84 (64.1%) of the teachers indicated this program was moderately or very effective.

   b. 28 (21.4%) of the teachers reported the program to be slightly effective, and 16 (12.2%) reported it was not effective.

   c. The remaining 3 (2.3%) teachers indicated the program had a negative effect.

C. Principal evaluation

The principal questionnaire on the effectiveness of the compensatory education program (Exhibit D), discussed under the general evaluation of Area I activities, contained two items relative to the effectiveness of the in-service training sessions. This evaluation was to be in terms of all of the in-service training sessions listed in the description of this activity.

Of the 14 principals completing the questionnaire, 13 responded to each of the two items. A review of these responses follows:

1. Effectiveness regarding the classroom instructional program

   a. 2 (15.4%) of the principals responding to this item indicated the in-service training sessions were very effective regarding the classroom instructional program, and 6 (46.1%) reported they were moderately effective.

   b. The remaining 5 (38.5%) principals indicated the in-service training sessions were slightly effective regarding the classroom instructional program.

2. Effectiveness regarding positive changes in teacher insights, skills, and sensitivity

   a. 2 (15.4%) of the principals reported the in-service training sessions were very effective in this respect, and 4 (30.8%) indicated they were moderately effective.

   b. The remaining 7 (53.8%) principals indicated the in-service training sessions were slightly effective regarding positive changes in teacher insights, skills, and sensitivity.

In-Service Training Institute on Compensatory Education, Summer 1967

I. Objectives

The institute was conducted for teachers and administrators working with compensatory education pupils in public and non-public schools. Its objective was to provide these personnel an unusual opportunity:

A. to identify pupils' ability levels.

B. to understand the disadvantaged pupils' environmental handicaps.

C. to develop instructional techniques and materials which will be of practical use in the classroom.

II. Description of the Program

The institute was conducted daily for a period of 5 weeks at the Luther Burbank Senior High School.

A. Program (See Addendum I of this activity report)

1. The program was to concentrate on the basic areas of attitudes and instructional techniques designed to upgrade the performance of socially deprived pupils.

2. Eminently qualified consultants were to work daily with teachers and administrators to develop an awareness of the most advanced techniques in working with disadvantaged pupils.

3. Members of the Sacramento City Unified School District Staff demonstrated techniques and presented practical methods by which classroom teachers may be more effective in helping these pupils.

4. A major feature of the institute was the daily period devoted to the development and production of instructional materials (charts, tapes, transparencies, etc.) by the participants which they would be able to use in their classrooms during the coming school year.

B. Eligibility for participation

1. Teachers, counselors and administrators working in compensatory education schools or "Project Aspiration" receiving schools were eligible to participate in the institute. Teachers of other schools expressing an interest in working at such schools were also eligible to participate.

2. Each junior and senior high compensatory education school was allowed a maximum of seven participating teachers from all subject matter areas.

3. Each elementary compensatory education school and Project Aspiration receiving school was allowed to enroll up to three teachers in the institute.

C. Stipend and Salary Credit Units

Each institute participant received fifty dollars ($50.00) per week for the five week program and a total of four semester units credit on the district's certificated salary schedule.

III. Time Interval

The In-Service Training Institute on Compensatory Education was held daily from June 26, 1967, through July 28, 1967.

IV. Evaluation Strategy

A. Participant's questionnaire

Each participant was requested to assess the institute by completing a questionnaire on July 27, 1967 (Exhibit O).

B. Director's preliminary evaluation report

Immediately following the institute, the director held a meeting with his staff and reviewed the total program. The comments and suggestions developed in this review were incorporated in a report by the director. This report was to be used as a reference in planning for future institutes. The features of the director's report were condensed and presented in this evaluation report.

V. Findings

A. Participant's questionnaire (See Exhibit O)

The participant's questionnaire was distributed on July 28, 1967, the last day of the institute. 147 persons enrolled for and completed the institute. 141 of these enrollees completed and returned copies of the questionnaire for a 95.9% response.

1. The first section of the questionnaire asked the participants to indicate the degree to which the institute had been helpful to them in terms of their personal understandings regarding disadvantaged pupils. The responses gained on the items in this section are presented in Table IV These data show the following:

   a. Over eighty per cent of the participants indicated the institute had been very or moderately helpful in terms of each of the areas covered in the questionnaire.

   b. Over ninety per cent of the participants indicated the institute had been very or moderately helpful in terms of

ACTIVITY 13 -- TABLE IV

NUMBER AND PER CENT OF PARTICIPANTS INDICATING THE DEGREE TO WHICH THE INSTITUTE WAS HELPFUL TO THEM ACCORDING TO AREAS OF PERSONAL UNDERSTANDINGS -- COMPENSATORY EDUCATION TEACHER INSTITUTE, SUMMER, 1967

Question	Very Helpful (4)		Moderately Helpful (3)		Slightly Helpful (2)		Of Little or No Help (1)		Total Number Responding	Index of Helpfulness (Max. of 4)
	No.	%	No.	%	No.	%	No.	%		
The institute helped me develop more awareness of the nature of the detrimental effects of poverty and/or cultural deprivation.	73	52.1	49	35.0	14	10.0	4	2.9	140	3.4
The institute helped me develop more awareness that these pupils are the victims and not the creators of their circumstances.	62	44.6	52	37.4	19	13.7	6	4.3	139	3.2
The institute helped increase my appreciation of the role and responsibility of the public schools in promoting opportunities for self-improvement among the disadvantaged.	86	61.9	40	28.8	13	9.3			139	3.5
The institute helped increase my understandings of the problems faced by teachers working with disadvantaged children.	70	50.7	54	39.1	10	7.3	4	2.9	138	3.4
The institute helped increase my repertoire of techniques and materials for working with pupils.	100	72.0	31	22.3	6	4.3	2	1.4	139	3.6
The institute helped increase my potential to work effectively with culturally disadvantaged children.	78	56.5	48	34.8	11	8.0	1	0.7	138	3.5
The institute helped me discover that these children have unique problems which require that professionals who work with them have special competencies.	74	52.9	52	37.1	12	8.6	2	1.4	140	3.4
The institute helped prepare me so that I might assist other teachers in their work with compensatory education pupils.	62	44.3	54	38.6	19	13.6	5	3.5	140	3.2

ACTIVITY 13 -- TABLE V

NUMBER AND PER CENT OF PARTICIPANTS INDICATING THE DEGREE TO WHICH THE FOUR DIVISIONS OF THE INSTITUTE WERE HELPFUL BY PERSONNEL CLASSIFICATIONS -- COMPENSATORY EDUCATION TEACHER INSTITUTE, SUMMER, 1967

Personnel	Very Helpful (4)		Moderately Helpful (3)		Slightly Helpful (2)		Of Little or No Help (1)		Total Number Responding	Index of Helpfulness (Max. of 4)
	No.	%	No.	%	No.	%	No.	%		
A. Guest Speaker Regarding Attitudes										
Teachers, Kind.-Prim.	33	66.0	13	26.0	4	8.0			50	3.6
Teachers, Upper Elementary	19	55.9	12	35.3	3	8.8			34	3.5
Teachers, Resource	1	33.3	1	33.3	1	33.3			3	3.0
Teachers, Junior High	8	44.5	6	33.3	4	22.2			18	3.2
Teachers, Senior High	10	58.8	6	35.3	1	5.9			17	3.5
Teachers, Special Education	2	40.0	2	40.0	1	20.0			5	3.2
Counselors	1	50.0			1	50.0			2	3.0
Principals, Elementary	2	40.0	3	60.0					5	3.4
Other Personnel	3	42.8	3	42.8	1	14.4			7	3.3
Total	79	56.0	46	32.6	16	11.4			141	3.4
B. Guest Speakers Regarding Instruction										
Teachers, Kind.-Prim.	25	50.0	20	40.0	5	10.0			50	3.4
Teachers, Upper Elementary	11	32.4	20	58.8	2	5.9	1	2.9	34	3.2
Teachers, Resource	2	66.7	1	33.3					3	3.7
Teachers, Junior High	4	23.5	8	47.1	4	23.5	1	5.9	17	2.9
Teachers, Senior High	5	29.4	10	58.8	2	11.8			17	3.2
Teachers, Special Education	4	80.0	1	20.0					5	3.8
Counselors			2	100.0					2	3.0
Principals, Elementary	1	20.0	2	40.0	2	40.0			5	2.8
Other Personnel	3	42.8	4	57.2					7	3.4
Total	55	39.3	68	48.6	15	10.7	2	1.4	140	3.2

Personnel	Very Helpful (4)		Moderately Helpful (3)		Slightly Helpful (2)		Of Little or No Help (1)		Total Number Responding	Index of Helpfulness (Max. of 4)
	No.	%	No.	%	No.	%	No.	%		
C. Demonstration Lessons and Discussions										
Teachers, Kind.-Prim.	35	71.4	10	20.4	4	8.2			49	3.6
Teachers, Upper Elementary	19	57.6	9	27.3	5	15.1			33	3.4
Teachers, Resource	1	33.3	2	66.7					3	3.3
Teachers, Junior High	6	33.3	5	27.8	5	27.8	2	11.1	18	2.8
Teachers, Senior High	7	41.2	7	41.2	3	17.6			17	3.2
Teachers, Special Education	3	60.0	2	40.0					5	3.6
Counselors			2	100.0					2	3.0
Principals, Elementary	2	40.0	3	60.0					5	3.4
Other Personnel	3	42.8	2	28.6	2	28.6			7	3.1
Total	76	54.7	42	30.2	19	13.7	2	1.4	139	3.4
D. Material Workshops										
Teachers, Kind.-Prim.	47	94.0	2	4.0	1	2.0			50	3.9
Teachers, Upper Elementary	33	97.1	1	2.9					34	4.0
Teachers, Resource	2	66.7	1	33.3					3	3.7
Teachers, Junior High	11	61.1	3	16.7	4	22.2			18	3.4
Teachers, Senior High	13	76.5	1	5.9	3	17.6			17	3.6
Teachers, Special Education	4	80.0	1	20.0					5	3.8
Counselors	1	50.0	1	50.0					2	3.5
Principals, Elementary	4	80.0	1	20.0					5	3.8
Other Personnel	6	85.7					1	14.3	7	3.6
Total	121	85.8	11	7.8	8	5.7	1	0.7	141	3.8

(1) helping them to increase their repertoires of techniques and materials for working with pupils.

(2) helping them appreciate the roles and responsibilities of the public schools in promoting opportunities for self-improvement among the disadvantaged.

(3) helping them increase their potentials to work effectively with culturally disadvantaged children.

2. The second section of the questionnaire asked the participants to indicate how helpful each of the four daily divisions of the workshop had been to them. Their responses are summarized in Table V. These data show the following:

   a. The materials workshop was considered the most helpful feature of the institute. Over 85 per cent of the participants indicated it was very helpful.

   b. 85 per cent or more of the participants also indicated the other three divisions of the institute were very or moderately helpful.

3. 126 (90.6%) of the participants indicated that they preferred the broad approach of the institute rather than one that might have limited considerations to a few relatively distinct problems in the area of compensatory education.

4. Most of the participants wrote comments on their questionnaire forms praising the institute, commending individuals associated with the institute, and/or suggesting topics which should be introduced or emphasized in the future. These comments were so varied they could not be summarized for this report. However, each one was communicated to the director of the institute for individual consideration.

B. The director's report

The director of the 1967 summer teacher institute on compensatory education, in consultation with his staff, issued a preliminary evaluation report which discussed each phase of the institute. His report noted strengths and weaknesses observed in the institute and made suggestions for the future. Excerpts from his report follow:

1. The Selection of participants

   a. The selection of participants from compensatory education schools and Project Aspiration schools should be continued. In the past, only experienced teachers have been selected and it is the recommendation of the staff that teachers new to the district be offered an opportunity to participate in the program.

b. It is also recommended that the candidates be more carefully screened to determine whether they are transferring to another school or resigning from the district.

c. It is the staff's suggestion that counselors and administrators no longer be included in the program and that the principals play a more active role in the selection of the participants.

2. Number of participants

One hundred and fifty participants were considered to be the optimum number for this particular type of program. However, a closer screening should be made in the future to balance the groups. The primary section was overcrowded this year with 63 participants, while the intermediate had only 38. Because of the quality of the consultants and the available space in the auditorium, it was recommended that the first hour be opened to all of the teachers of the district, granting them two salary credit units but no salary for the 25 one-hour sessions.

3. Attendance

The attendance was greatly improved this year, with roll being taken at different time periods each day. The teachers in attendance were highly motivated, with some coming as much as an hour early and leaving an hour after the program was concluded.

4. Program specialists

One of the real strengths of the program this year was the close relationship between the program specialists and the institute. All of the program specialists played an active role in the institute's planning and participated actively with the teachers this summer, giving demonstration lessons and guidance to the cluster groups. It is essential for this procedure to be continued since their contribution is vital to the success of the program.

5. Organization

The new organizational structure was far superior to the 1966 program. It offered all segments an opportunity to work more intimately with their subject area and provided a variety of interests which met each participant's needs. It offered more discussion time for the junior and senior high school participants and gave them a time to work in cluster interest groups. However, it was discovered that we did not allow enough time for the consultants, announcements and introductions. In the future, it is recommended that the program begin 15 minutes earlier and that the last two hours be divided equally. In addition, the last week of workshop time should be completely void of interruptions.

6. Consultants and demonstration teachers

   The consultants were superior as a group. However, it was suggested that anyone who was secured for more than two days be carefully screened in order that the program have continuity and depth. The teachers were high in their praise of this group, appreciated the variety of presentations and the opportunity to participate in small discussion groups with them. The demonstration teachers, who were carefully screened by the staff, were highly competent and made outstanding presentations. They were members of the Sacramento City Unified School District's teaching staff and representatives from firms interested in education. It is recommended that we have additional demonstrations next year, with emphasis on the techniques of using the materials rather than the materials themselves. The use of children could be an important assist to this program.

7. Discussion period

   It seemed to be the consensus of opinion that the additional time given to discussion in the junior and senior high school groups was well accepted. The participants appreciated the use of consultants the entire afternoon rather than just listening to their presentation. Both the large discussion groups and the small cluster interest groups were an improvement over last year's program.

8. Workshop period

   This period was highly successful. The teachers were vitally interested in developing materials for the future and worked both before and after the institute on their own time. This period was by far the most popular section of the institute. Supplies and equipment were provided for the development of instructional material and three teacher aides assisted the teachers in operating machines, making transparencies and mimeographing material. It is the recommendation of the staff that we continue to have someone to operate the machines at all times. With the number of persons who are using the equipment, we found that we were constantly having machines which were inoperative because of improper use. In addition, it was suggested that equipment such as thermofax machines and ditto machines be rented rather than borrowed from the schools. The equipment we borrowed was badly in need of repair which cost more to service than it would have cost to rent.

9. Staff demonstration teachers

The six staff demonstration teachers, who were intimately connected with the planning, organization and operation of the institute, deserve a tremendous amount of credit for the outstanding manner in which they conducted themselves throughout the program. It was their leadership, knowledge and intensive desire to be helpful that made the program a success. They built spirit within their groups which steadily grew to feelings of unity and professional purpose. The staff also presented numerous demonstration lessons which were outstanding and of real value to the participants. This group deserves the highest praise for their competence and their ability to do a job well.

10. 1967-68 Workshop

If a workshop is to be planned for the summer of 1968, a commitment should be made on funds so that planning can start immediately. The reason we were able to obtain so many outstanding consultants was because we had an entire year to plan and organize the program. It also should be determined whether or not we continue the policy of taking only those teachers who have not participated in the program. At the present time, we have served approximately one-half of the teachers who are working with socially disadvantaged children.

ADDENDUM A

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING

January 24, 1967

ST-55

MEMORANDUM

Topic: USE OF DEMONSTRATION TEACHERS

To: All Principals of Compensatory Education Schools and Project Aspiration Receiving Schools

During the past few months, teachers and principals have requested the Staff Training Services Department to suggest a list of instructional techniques which can be used in the classrooms by the demonstration teachers. Since the program's beginning in March of 1966, the services of these teachers have been recognized as a positive step in aiding the teachers to develop a quality program of instruction within their classrooms. The demonstration teachers have worked in every compensatory education school and have presented over one hundred and sixty lessons for teachers to observe. They have been used in a wide variety of situations and subject areas. The following list compiled by the demonstration teachers can be used as a guide for requesting their services.

It should be emphasized that all subject areas and instructional techniques have not been listed. If there are additional needs which are not identified in this list, please do not hesitate to make your request known.

Demonstration teachers' services may include assistance and/or demonstrations in developing communication skills, mathematics (in the primary grades), social science units, and health and science units.

I. Communication Skills

A. Listening

1. Setting up a listening-viewing center
2. Selecting materials pertinent to the listening-viewing center
3. Developing and demonstrating listening games
4. Demonstrating the techniques for developing read-a-long literature tapes
5. Demonstrating following oral directions
6. Demonstrating the use of flannel board stories for story telling

B. Speaking

1. Demonstrating and assisting in developing oral skills (such as share and tell, retelling stories, sequential happenings, personal experiences, oral comprehension of material presented)

2. Demonstrating poetry and choral speaking
3. Demonstrating practical application of oral conversation
4. Demonstrating and assisting in developing creative dramatics

C. Reading

1. Demonstrating a developmental reading lesson
2. Demonstrating how to develop reading charts
3. Assistance and demonstration in the area of enrichment
4. Assisting with remedial reading program (such as informal diagnosis to discover strengths and weaknesses, selecting materials to strengthen noted weaknesses, grouping for skills, demonstrating techniques for skill development, and demonstrating a reading lesson for the remedial child)
5. Demonstrating and developing word attack skills in the reading program
6. Demonstrating taped phonics lessons
7. Assistance in developing teacher-made tests
8. Assistance in developing transparencies
9. Demonstrate how to extend vocabulary meaning through pictures, games, charts, booklets
10. Demonstrate developing vocabulary in the content areas
11. Demonstrate and assist in ways to develop comprehension
12. Samples of reading games (teacher made and commercial) and suggestions on utilization
13. Demonstrate a literature lesson
14. Utilizing curriculum reading guides as to content and relation to levels
15. The experience approach
16. Suggestions for class projects and individual activities

D. Writing

1. Demonstrate manuscript writing
2. Demonstrate cursive writing
3. Demonstrate and develop creative writing
4. Demonstrate how to utilize the following in writing: poetry files, story files, picture files
5. Demonstrate how to utilize the unfinished story

II. Social Science, Science and Health Units

A. Suggestions on how to develop resource and teacher units
B. Demonstrate the uses of A.V. equipment and materials in these areas (such as filmstrips and filmstrip machine, overhead projector and transparencies, records and phonograph, tapes and tape recorder, etc)

C. Develop instructional, informational, and personal experience charts
D. Demonstrate the use of scripts and tapes (teacher made)
E. Introduce a unit
F. Culminate a unit
G. Develop the daily lesson utilizing the curriculum guide
H. Committee work
I. Assist in developing a class project

III. Primary Mathematics

A. Demonstrate a lesson in a selected area
B. Suggestions on how to develop supplementary materials
C. Demonstrate teacher-made supplementary material
D. Utilize the guides at each level

IV. Miscellaneous Areas

In addition, assistance may be requested in the following areas:

A. Lesson planning
B. Unit planning
C. Room organization and management
D. Assistance to slow and fast groups
E. Assistance in bulletin board planning and design
F. Assistance in general chart making
G. Assistance in developing readiness material
H. Assistance in developing teacher-made tests in all these areas
I. Assistance in planning a library corner, science corner, or general interest corner
J. Demonstrate the use of A.V. materials in all areas of instruction

If there are any questions concerning this memorandum, please contact Mr. Frank J. Schimandle, personnel assistant, Staff Training Services Department.

Robert N. Hansen
Assistant Superintendent
Personnel Services

Approved:
F. MELVYN LAWSON
Superintendent

RNH:FJS:mb

ADDENDUM B

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING

April 26, 1966

MEMORANDUM

ST-49

Topic: DEMONSTRATION TEACHERS

To: Principals of Compensatory Education Schools

GENERAL INFORMATION

Beginning May 16, 1966, the Staff Training Services office will offer the services of demonstration teachers to the compensatory education schools of the district. This is not a new program in education. Many districts have been using demonstration teachers to upgrade their staffs' instructional techniques with great success. It is essential, however, that the principal understands the program completely and fully supports its objectives to his staff. He is the key to the program and without his support, the program cannot be successful.

PURPOSES

Demonstration teachers are basically used to raise the level of competance of all teachers in the school. They can help new teachers over the hurdles of inexperience without threatening their prestige, and they can add to the experienced teachers' instructional abilities. The demonstration teacher serves as an extended arm of the principal, the instructional leader of the school, to allow him to recognize areas where enrichment is possible, where creative values need release and where a helping hand would be useful. Under his general guidance, the demonstration teacher can offer more detailed assistance than time will permit the principal to give.

FUNCTION

The demonstration teacher's position is primarily that of one teacher helping another. She is never a supervisor and will not be responsible for evaluating the professional competance of the regular teacher. She is to help provide more effective classroom teaching, and such aid and support necessary to insure a teachers success.

PROCEDURE

Demonstration teachers may be obtained by simply filling out the "Request for Services" form and sending it to the Staff Training Services office. The Personnel Assistant, Training will process the requests and confirm a definite date and time for the demonstration teacher to appear at the school. The teacher or principal requesting help then knows exactly when to expect it. The demonstration teacher, with a definite assignment to meet and more adequate time to prepare for it, has a planned schedule to follow which offers wider coverage.

The demonstration teachers will be assigned to the school for a period of time not to exceed three days, and should not teach in excess of three periods per day.

It would be very helpful if the principal would request the program for experienced teachers first so that it would not be identified with helping only new or weak teachers.

AREAS OF REQUEST

To begin with, the demonstration teachers will be working in the area of language arts and social studies. Listed below are possible areas in which these teachers can be used effectively.

1. Plan a total day program.
2. Demonstrate a program for children who finish their work too soon or who lag far behind the others.
3. Demonstrate techniques of working with children who disrupt group discussion or who are oppressed by personal handicaps.
4. Demonstrate techniques of working with children who can't read, spell or comprehend the concept of acceptable study habits.
5. Introduce a new social studies unit.
6. Demonstrate the use of materials and equipment furnished by the district.
7. Demonstrate the techniques of recognizing and satisfying different individual reading abilities.
8. Demonstrate techniques of establishing reading groups or introduce a phonics lesson.

In essence, the demonstration teacher will be helping in every area of curriculum where a need is indicated by the principal or teacher. Help from an understanding colleague who has been through similar struggles, whose experience provides practical suggestions, often restores lost confidence and self esteem or can restore the enthusiasm of an experienced teacher who has become indifferent or uninterested.

Fred J. Stewart
Director
Staff Training Services

Robert N. Hansen
Assistant Superintendent
Personnel Services

Approved:
F. Melvyn Lawson
Superintendent
FJS:FJS:ps

ADDENDUM C

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING

October 28, 1966

MEMORANDUM ST-21

Topic: IN-SERVICE WORKSHOP FOR TEACHER AIDES

To: All Teacher Aides and Principals of Compensatory Education Schools

On Thursday, November 10, 1966, a workshop will be conducted for all teacher aides in the Curriculum Development Center, Room 23, from 9:00 a.m. to 4:00 p.m. This program has been specifically designed to provide the teacher aides with a wide variety of practical experiences which should be of great benefit to them in their supporting role of the teacher in the classroom. The program will include instruction in the use of audio-visual aids, instructional materials, and the practical development of materials to be used by the teacher and the students. Mrs. Shirley Dean, Mrs. Selma Miller and Mr. Carlo Dallosta, who are assigned as demonstration teachers will conduct the workshop. All teacher aides are required to attend this meeting.

If there are any questions concerning this workshop, please contact Mr. Frank J. Schimandle, personnel assistant, training, 444-6060, ext. 334.

Robert N. Hansen
Assistant Superintendent
Personnel Services

Approved:
F. MELVYN LAWSON
Superintendent

RNH:FJS:fb

ADDENDUM D

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING

November 30, 1966

MEMORANDUM

ST-39

Topic: IN-SERVICE TRAINING PROGRAM FOR SCHOOL CLERKS

To: All Elementary School Clerks and Principals

During the past few months, many school clerks have expressed a desire to learn more about the problems faced by the deprived child and to increase their understanding of children and parents from socially deprived neighborhoods.

An in-service training program for elementary clerical personnel on intergroup relations has been scheduled for Monday, December 19, 1966, at the Curriculum Development Center, Room 23, from 2:30 to 4:30 p.m. Dr. Staten Webster, an eminent instructor and author from the University of California at Berkeley, has been secured to act as a consultant for this meeting. Dr. Webster is considered to be one of the outstanding leaders in the field of intergroup relations. He will discuss "The School Clerk - A Key to Home-School Relations". All elementary school clerks are expected to attend this meeting as a part of the district's in-service education program for classified personnel.

If there are any questions concerning this program, please contact Mr. Frank J. Schimandle, personnel assistant, Training, at 444-6060, Ext. 334.

Robert N. Hansen
Assistant Superintendent
Personnel Services

Approved:
F. MELVYN LAWSON
Superintendent

RNH:FJS:mb

ADDENDUM E

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING

December 5, 1966

MEMORANDUM ST-40

Topic: IN-SERVICE TRAINING PROGRAM FOR BUS MATRONS

To: All Bus Matrons

All bus matrons will meet with Mr. Joseph Lynn, director, Compensatory Education, Mr. Kenneth Hoffman, principal, Caleb Greenwood Elementary School, and Mr. Eugene Murray, supervisor, Transportation Section, to discuss district policies and specific responsibilities. Participants will be given an opportunity to contribute in this discussion and are asked to bring questions of concern to this meeting.

This meeting is scheduled for Tuesday, January 17, 1967, 9:30 a.m. to 10:45 a.m. in the American Legion High School cafeteria.

If you have any questions concerning this program, please contact Mr. Frank J. Schimandle, personnel assistant, Training.

Robert N. Hansen
Assistant Superintendent
Personnel Services

Approved:
F. MELVYN LAWSON
Superintendent
RNH:FJS:hlf

ADDENDUM F

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING

January 5, 1967

ST-46

MEMORANDUM

Topic: "THE USE OF TEACHER AIDES", T. V. IN-SERVICE PRESENTATION

To: All Teachers and Principals of Compensatory Education Schools

An in-service training meeting on "The Use of Teacher Aides" will be presented to all compensatory education schools on KVIE, Channel 6 television, Thursday, January 26, 1967, from 3:45 to 4:15 p.m.

The program is designed to give teachers and principals practical suggestions on the most effective techniques of using teacher aides in the classroom and to generate discussion within each staff following the program. Principals should make necessary arrangements for their staffs to view this program.

Mr. Joe Lynn, director of Compensatory Education; Mr. John Cochrane, principal of Bret Harte School; Mrs. Shirley Dean, Staff Training Services Department demonstration teacher; and Mr. William O. Chase, 6th grade teacher at Bret Harte School, will serve as discussion leaders during the thirty-minute television program.

If there are any questions concerning this program, please contact Mr. Frank J. Schimandle, personnel assistant, Staff Training Services Department, at 444-6060, Extension 334.

Robert N. Hansen
Assistant Superintendent
Personnel Services

Approved:
F. MELVYN LAWSON
Superintendent

RNH:FJS:mb

ADDENDUM G

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING

January 20, 1967

MEMORANDUM ST-52

Topic: "CULTURE OF POVERTY" IN-SERVICE TRAINING MEETING

To: All Elementary Principals

A principals' workshop and television in-service training program on "The Culture of Poverty" will be conducted by the Staff Training Services Department during the months of February and March. The program is designed to develop a better understanding of the child who comes from a "poor" home and the unique problems he must overcome to succeed in a school-oriented culture.

Dr. Newton Mettfessel and Dean Edward McDonough, both professors of education at the University of Southern California, are nationally prominent consultants on the "Culture of the Poor". Their presentation represents 15 years of research and study in this area.

The staff meeting television shows will be presented to the schools on Thursday, February 23, and Thursday, March 30, from 3:45 to 4:15 p.m. These programs will be presented on KVIE, Channel 6, to the staffs of each of the elementary schools and should provide excellent background information for discussing the problems facing the child who comes from a socially deprived home. Principals will make arrangements for the meetings in each of their schools.

On Wednesday, February 1, 1967, a workshop will be conducted for all elementary school principals in the Curriculum Development Center, Room 23, from 10:00 to 11:30 a.m. The purpose of this workshop is to brief the principals on the areas which will be discussed with the teachers in their staff meetings via television.

If there are any questions concerning this memorandum, please contact Mr. Frank J. Schimandle, personnel assistant, Staff Training Services Department.

Robert N. Hansen
Assistant Superintendent
Personnel Services

Approved:
F. MELVYN LAWSON
Superintendent

RNH:FJS:mb

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING

February 8, 1967

ST-61

MEMORANDUM

Topic: IN-SERVICE TRAINING MEETING - "USE OF LEARNING CENTERS"

To: All Compensatory Education Principals and Resource Teachers

On Tuesday, February 28, 1967, the Staff Training Services Department will conduct an in-service training program involving the "Use of Learning Centers in the Classroom". The purpose of the program is to demonstrate the organization and use of classroom learning centers to help in individualizing instruction and providing opportunities for students to develop self-direction in learning.

The demonstration teachers, Mrs. Shirley Dean, Mrs. Selma Miller and Mr. Oscar Satow, will work with the classroom teachers for two weeks prior to the demonstration in order to become familiar with members of the class and to familiarize the class with the concept of learning centers. The program will be held from 9:00 to 11:00 a.m. in Room 20 of the Jedediah Smith School. Compensatory education principals and resource teachers will participate in the following schedule during the workshop on February 28:

9:00 - 9:30 a.m. - Orientation and Briefing of Program

9:30 - 10:25 - Classroom Visitation

10:25 - 11:00 - Summary of Program

Administrators who are interested in the program are invited to attend. If there are any questions concerning this memorandum, please contact Frank J. Schimandle, personnel assistant, Staff Training Services Department.

Robert N. Hansen
Assistant Superintendent
Personnel Services

Approved:
F. MELVYN LAWSON
Superintendent

RNH:FJS:mb

ADDENDUM I

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING

April 6, 1967

Administrative Bulletin No. 160
Series 1966-67
Topic: IN-SERVICE TRAINING INSTITUTE ON COMPENSATORY EDUCATION

To: All Certificated Personnel

PURPOSE

The 1967 summer institute will provide teachers and administrators an unusual opportunity to attain understandings, in depth, of the attitudes and frustrations of socially deprived students and develop basic instructional techniques which may be used to solve their unique problems.

DATES OF INSTITUTE

The institute has been scheduled for a five-week period beginning Monday, June 26, 1967, and ending Friday, July 28, 1967.

TIME AND LOCATION

The institute will be held from 1:30 p.m. to 4:30 p.m. daily at Luther Burbank Senior High School, 3500 Florin Road.

PROGRAM

The program will concentrate on the basic areas of attitudes and instructional techniques designed to upgrade the performance of the socially deprived student.

Eminently qualified consultants have been invited to work daily with teachers and administrators to develop a keen awareness of the most advanced techniques in working with the disadvantaged student.

Members of the Sacramento City Unified School District staff will demonstrate techniques and present practical methods in which teachers in the classroom may help these students.

One of the highlights of the institute will be the time given participants daily to develop and produce charts, tapes, transparencies, etc. which will be used in the classrooms during the coming year.

ELIGIBILITY

To be eligible for the institute, teachers, counselors and administrators must be working in a compensatory education school, a "Project Aspiration" receiving school, or indicate that they are interested in working in a school of this type.

Junior high and senior high compensatory education schools will be allowed a minimum of seven participants. Teachers from all subject areas are encouraged to participate in the program.

Each elementary compensatory education school and Project Aspiration receiving school will be allowed three participants in the program. Following this minimum requirement, participants will be accepted as their applications arrive at the Staff Training Services Department.

CONSULTANTS

Dr. Arturo Cabrera	Professor of Education San Jose State College "The Mexican-American"
Dr. Staten Webster	Professor of Education University of California, Berkeley "Attitudes of the Compensatory Education Child"
Dr. Thomas Edwards	Consultant, Science Research Associates Chicago, Illinois "Any Child Can Learn"
Dr. Eleanor Thonis	Reading Specialist - Director Yuba County Reading-Learning Center "English As a Second Language"
Dr. Bill Martin	Consultant Holt, Rinehart and Winston, Inc. "Creative Poetry"
Mr. Gary Shirts	Research Consultant Western Behavioral Science Institute "Simulation Breakthrough of Instruction for the Socially Deprived Child"
Dr. Newton Metfessel	Professor of Education University of Southern California "Characteristics of Children From the Culture of Poverty"
Dr. Robert Karplus	Professor of Physics University of California, Berkeley "Science and the Compensatory Education Child"
Mrs. Ruth Schonkwiler	Mathematics Specialist Fresno City Unified School District "Mathematics in the Compensatory Education School"
Dr. Robert Wirtz	Consultant Encyclopaedia Britannica Educational Corporation "The Importance of Mathematics to All Children"

Mrs. Jeannette Powell	Consultant State Department of Education "Language Experience Approach"
Dr. Richard Gross	Professor of Education Stanford University "Social Science, A Way of Life"
Mrs. Beatrice Krone	Internationally Known Consultant in Music and Art Idyllwild School of Music and the Arts "Music Belongs to All Cultures"
Dr. Robert Whitehead	Professor of Education Sacramento State College "Writing and Using Literature With Children"

STIPEND AND SALARY CREDIT UNITS

Each participant will receive $50 per week or $250 and four salary credit units for the institute.

Robert N. Hansen
Assistant Superintendent
Personnel Services

Approved:
F. Melvyn Lawson
Superintendent
RNH:FJS:mdb

APPLICATION FOR 1967 COMPENSATORY EDUCATION INSTITUTE

I would like to participate in the five-week summer institute to be conducted at the Luther Burbank Senior High School beginning July 26, 1967, and ending July 28, 1967.

Mr.
Miss ______________________________ ______________________________
Mrs. Name School

______________________________ ______________ ______________
Present Position Grade Level Date

Participants will be notified if accepted by May 5, 1967.

RETURN TO MR. FRANK J. SCHIMANDLE, PERSONNEL SPECIALIST, TRAINING AND SAFETY, BY APRIL 28, 1967.

STAFF TRAINING SERVICES DEPARTMENT

APPENDIX

REPORT FORMS PRESCRIBED
BY THE
CALIFORNIA STATE DEPARTMENT OF EDUCATION

RETURN by August 1, 1967 to:

California State Department of Education
Director of Compensatory Education
Evaluation Unit
721 Capitol Mall
Sacramento, California 95814

District Code: 3 4 1 9 0

ANNUAL EVALUATION REPORT

PROGRAM INFORMATION

Elementary and Secondary Education Act of 1965, Title I
Public Law 89-10

Legal Name of Local Education Agency (LEA): Sacramento City Unified School District

Name of Program Director: Joseph H. Lynn	**Title:** Director Compensatory Education Dept.

Mailing Address: P.O. Box 2271	**City** Sacramento	**Zip Code** 95810

Telephone:	Area Code	Number	Extension	County
444-6060	916		313	Sacramento

I hereby certify that to the best of my knowledge, the information contained in this Annual Evaluation Report is correct and complete:

Signature of authorized LEA representative

Date: 6-27-67

District Code: 3 4 1 9 0

ENROLLMENT DATA

1. For persons enrolled in school, enter the total unduplicated count of children receiving a service from this program:

Grade Level	Number Enrolled	
	Public	Non-Public
Preschool	0	0
K	496	0
1	545	62
2	409	62
3	394	62
4	368	38
5	360	38
6	352	38
7	265	38
8	257	38
9	284	40
10	505	41
11	415	41
12	439	41
Total	5,089	539

2. For persons not-enrolled in school, enter the total unduplicated count of persons receiving a service from this program:

Level	Number Not-Enrolled
Preschool	0
Dropouts	0
Adult	0
Total	0

District Code: 3 4 1 9 0

1. What degree of success did the district experience in developing and implementing public and non-public school cooperative projects?

High 1. X
Average 2.
Low 3.

2. Did the districts Title I projects serve a geographic area where there was an approved Community Action Program?

Yes 1. X
No 2.

3. What degree of success was achieved in securing district Community Action Agency cooperation?

High 1.
Average 2. X
Low 3.

4. What degree of success was experienced in coordinating Title I programs and Community Action Programs?

High 1.
Average 2.
Low 3. X

5. Indicate the principal officer of the Community Action Agency with whom the coordinative aspects of Title I were fulfilled.

County Director 1. X
Designee CAA/EYOA 2.
Local CAA 3.
None 4.
Other 5.

6. Did the district have a District Advisory Committee as required by the state guidelines?

Yes 1. X
No 2.

7. If the district had a District Advisory Committee, what degree of success was encountered in working with this committee?

High 1. X
Average 2.
Low 3.

District Code:

3	4	1	9	0

8. **Briefly describe any problems that were encountered in developing and implementing public and non-public school cooperative programs:**

None. The cooperation of the non-public schools was outstanding.

9. **List any suggestions that would improve relations between public and non-public school programs:**

None.

10. **Briefly describe any problems that were encountered in securing Community Action Agency cooperation:**

The C.A.P. Agency withheld portions of funds to assist in our district's program to alleviate the ill effects of de-facto segregation as we did not implement it in the specific manner they insisted on.

11. **List any suggestions or recommendations for revising the legislation that relates Community Action Programs to Title I programs.**

Head Start and Pre-School Programs should be funded through and supervised by Health, Education, and Welfare rather than the office of Economic Opportunity.

12. **What effect did the program have on patterns of integration in the district?**

One de-facto segregated elementary school converted to an adult facility and the elementary students were transferred to non-segregated schools. The kindergarten class of one de-facto segregated school was transferred to four non-segregated schools and the entire population of that school will be transferred to those four schools this fall, 1967. A significant number of students in four other de-facto segregated schools were transferred to five non-segregated elementary schools. As of June, 1966, our district, by board definition, had seven de-facto segregated schools. As of the fall of 1967, our district will have, by board definition, four de-facto segregated schools.

District Code: 3 4 1 9 0

300	How many members are on your Title I ESEA District Advisory Committee?	300 42

Place an (X) beside any of the individuals or organizations that serve on your advisory committee.

301	School Community Coordinator	301
302	Community Council Representatives	302 X
303	Anti-Poverty Program (Head Start, NYC, Teen Posts, Communications Skills)	303 X
304	Service Club Representatives	304
305	Non-Public School Representatives	305 X
306	Ethnic Action Groups	306 X
307	Political Action Groups	307 X
308	Parents Clubs	308
309	Parent Teachers Association	309 X
310	School Board	310
311	Project Teachers	311
312	Faculty Association Representative	312
313	Central Administrative	313 X
314	Project Building Principal	314
315	How many of the total membership reside in the project "target area?"	315 25
316	How many of the total membership are parents of children participating in your Title I ESEA project?	316 16

District Code: | 3 | 4 | | 1 | 9 | 0 |

400 FUNCTIONS AND ACTIVITIES OF DISTRICT ADVISORY COMMITTEES

401 Has your committee formally adopted objectives for its group?

401 Yes_ X
No ___

Place an (X) beside any of the following activites in which your committee has participated.

402 Orientation meetings — 402 X

403 Project planning sessions — 403 X

404 Project evaluation sessions — 404 X

405 Disseminated information (publications, slides, illustrations, speakers, Bureau) — 405 ___

406 Implementation of project (teacher aides, personal resources, and other voluntary services) — 406 X

500 ORGANIZATIONAL PATTERNS OF ADVISORY COMMITTEES

501 Does the advisory committee operate under a set of by-laws? (If yes, please append a copy to this report).

501 Yes ___
No X

502 Has the entire committee participated in the formulation of by-laws?

502 Yes ___
No X

503 Do you have provisions for a chairman and other officers?

503 Yes X
No ___

504 Have you an established length of tenure for members of the committee?

504 Yes ___
No X

505 If the answer to 504 is yes, what is the length of service?

505 ___

506 Do the terms of all members terminate at the same time?

506 Yes ___
No X

507 Do you have provisions which establish the number of meetings to be held?

507 Yes X
No ___

District Code: 3 4 | 1 9 0

600 Personnel

Indicate the number of persons added to the staff and their level:

	Number of Positions Supported by ESEA Title I Funds		
Teaching Positions	Full Time (A)	More than Half-time, Less than Full Time (B)	Half-time or Less (C)
(1) Teacher - Pre-kindergarten	0	0	0
(2) Teacher - Kindergarten	3	0	0
(3) Teacher - Remedial Reading	22	0	0
(4) Speech Correctionist	0	0	0
(5) Teacher of the Handicapped	0	0	0
(6) Elementary Teacher	20	0	0
(7) Secondary Teacher	9	0	0
Other teaching assignments not listed above (specify)			
(8)	0	0	0
(9)	0	0	0
(10)	0	0	0
Non-teaching Positions			
(11) Teacher Aide	0	43	0
(12) Librarian	1	0	0
(13) Supervisor or Administrator	1	2	0
(14) Counselor	2	0	0
(15) Psychologist	0	0	0
(16) Testing assignment	1	0	0
(17) Social work assignment	0	0	0
(18) Attendance assignment	0	0	0
(19) Nurse	0	0	0
(20) Dental Hygienist	0	0	0
(21) Clerical position	14	0	0
Other positions (specify)			
(22) Volunteers	0	0	65
(23) Aduiometrist	1	0	0
(24)*Other	15	0	8
TOTALS	89	45	73

* Bus Drivers
Custodians

District Code: 3 4 1 9 0

700 In the following table, indicate the number of projects* and the number of non-public school children* participating in Title I ESEA projects:

Schedule	On Public School Grounds		On Non-Public School Grounds	
	Number of Projects	Number of Children	Number of Projects	Number of Children
Regular School Day	10	5,089	7	539
Before School Day	0	0	0	0
After School	3	1,710	2	363
Weekend	3	1,680	2	330
Summer	5	4,620*	1	480*

*This is not expected to be an unduplicated count.

*Includes students taught by teachers in Summer Compensatory Workshop

RETURN by August 1, 1967 to:

California State Department of Education
Director of Compensatory Education
Evaluation Unit
721 Capitol Mall
Sacramento, California 95814

District Code: 3 4 1 9 0

ANNUAL EVALUATION REPORT

PROJECT INFORMATION

Elementary and Secondary Education Act of 1965, Title I
Public Law 89-10

Project Title: Raising Educational Attainments

Beginning Date

	7	2	1	6	6
M	M	D	D	Y	Y

Ending Date

	8	3	1	6	7
M	M	D	D	Y	Y

Was this a cooperative project of two or more LEA's?

Yes ☐ No ☒

1. Indicate the grade level and the number of students and adults participating in this project:

Grade Level	Number Enrolled	
	Public	Non-Public
Preschool	0	0
K	496	0
1	545	62
2	409	62
3	394	62
4	368	38
5	360	38
6	352	38
7	265	38
8	257	38
9	284	40
10	505	41
11	415	41
12	439	41
Total	5,089	539
Adults	0	0

District Code: 3 4 | 1 9 0

a. English Language Arts, Secondary

2. From the code list in the instructions manual, page 7, enter the code number of the major activity of this project:

2. 0 2 0 7

3. From the code list in the instructions manual, page 8, enter the code number of the objectives of the major activity:

3a. 1 2
3b. 2 2
3c. 3 3
3d. 3 4
3e. _ _
3f. _ _
3g. _ _
3h. _ _

4. If there was a secondary activity related to the major activity, enter the code number as found in the instructions manual, page 7:

4. _ _ _ _

5. From the code list in the instructions manual, page 8, enter the code number of the objectives of the secondary activity:

5a. _ _
5b. _ _
5c. _ _

6. If there was a third activity related to the major activity, enter the code number as found in the instructions manual, page 7:

6. _ _ _ _

7. From the code list in the instructions manual, page 8, enter the code number of the objectives of the third activity:

7a. _ _
7b. _ _
7c. _ _

8. From the code list in the instructions manual, page 9, enter the code number of the research design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:

8a. 3
8b. _
8c. _

9. From the code list in the instructions manual, page 9, enter the code number of the measurement design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:

9a$_1$. 0 1
9a$_2$. 0 5
9a$_3$. 1 4
9a$_4$. _ _
9b$_1$. _ _
9b$_2$. _ _
9b$_3$. _ _
9c$_1$. _ _
9c$_2$. _ _
9c$_3$. _ _

District Code: 3 4 1 9 0

a. English Language Arts, Secondary (Cont.)

10. From the code list in the instructions manual, pages 9 and 10, enter the code number of the standardized test used in this project:

10a. 2 0 8

10a$_1$. _ _ _

Indicate the form of the test

10b. ________

10b$_1$. ________

and the level of the test

10c. Advanced

10c$_1$. ________

11. If the code list does not identify the standardized test used in this project, then indicate the test, form and level used:

11a. ________

11b. ________

11c. ________

12. If your project was conducted exclusively after school or on Saturdays, indicate the number of children participating:

12. ________

13. What was the total cost encumbered for your major activity?

13. $ 54,292

14. What was the total cost encumbered for your secondary activity?

14. $________

15. What was the total cost encumbered for your tertiary activity?

15. $________

District Code: 3 4 | 1 9 0

b. English as a Second Language

2. From the code list in the instructions manual, page 7, enter the code number of the major activity of this project:

2. 0 2 0 6

3. From the code list in the instructions manual, page 8, enter the code number of the objectives of the major activity:

3a. 2 2
3b. 3 4
3c. 6 1
3d. __ __
3e. __ __
3f. __ __
3g. __ __
3h. __ __

4. If there was a secondary activity related to the major activity, enter the code number as found in the instructions manual, page 7:

4. __ __ __ __

5. From the code list in the instructions manual, page 8, enter the code number of the objectives of the secondary activity:

5a. __ __
5b. __ __
5c. __ __

6. If there was a third activity related to the major activity, enter the code number as found in the instructions manual, page 7:

6. __ __ __ __

7. From the code list in the instructions manual, page 8, enter the code number of the objectives of the third activity:

7a. __ __
7b. __ __
7c. __ __

8. From the code list in the instructions manual, page 9, enter the code number of the research design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:

8a. 3
8b. __
8c. __

9. From the code list in the instructions manual, page 9, enter the code number of the measurement design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:

$9a_1$. 0 1
$9a_2$. 0 9
$9a_3$. 1 4
$9a_4$. 1 6
$9b_1$. __ __
$9b_2$. __ __
$9b_3$. __ __
$9c_1$. __ __
$9c_2$. __ __
$9c_3$. __ __

District Code: | 3 | 4 | | 1 | 9 | 0 |

b. English as a Second Language (Cont.)

10. From the code list in the instructions manual, pages 9 and 10, enter the code number of the standardized test used in this project:

10a. 2 0 2

10a1. _ _ _

Indicate the form of the test

10b. W

10b1. ________

and the level of the test

10c. Elementary

10c1. ________

11. If the code list does not identify the standardized test used in this project, then indicate the test, form and level used:

11a. ________

11b. ________

11c. ________

12. If your project was conducted exclusively after school or on Saturdays, indicate the number of children participating:

12. ________

13. What was the total cost encumbered for your major activity?

13. $ 13,043

14. What was the total cost encumbered for your secondary activity?

14. $________

15. What was the total cost encumbered for your tertiary activity?

15. $________

District Code: | 3 | 4 | | 1 | 9 | 0 |

c. Reading

2. From the code list in the instructions manual, page 7, enter the code number of the major activity of this project:

2. 0 2 0 2

3. From the code list in the instructions manual, page 8, enter the code number of the objectives of the major activity:

3a. 1 1
3b. 1 2
3c. 1 3
3d. 2 2
3e. 3 1
3f. 3 4
3g. 4 5
To affect positive behavioral changes.

4. If there was a secondary activity related to the major activity, enter the code number as found in the instructions manual, page 7:

4. ___ ___ ___ ___

5. From the code list in the instructions manual, page 8, enter the code number of the objectives of the secondary activity:

5a. ___ ___
5b. ___ ___
5c. ___ ___

6. If there was a third activity related to the major activity, enter the code number as found in the instructions manual, page 7:

6. ___ ___ ___ ___

7. From the code list in the instructions manual, page 8, enter the code number of the objectives of the third activity:

7a. ___ ___
7b. ___ ___
7c. ___ ___

8. From the code list in the instructions manual, page 9, enter the code number of the research design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:

8a. 2
8b. ___
8c. ___

9. From the code list in the instructions manual, page 9, enter the code number of the measurement design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:

$9a_1$. 0 1
$9a_2$. 0 9
$9a_3$. 1 4
$9a_4$. ___ ___
$9b_1$. ___ ___
$9b_2$. ___ ___
$9b_3$. ___ ___
$9c_1$. ___ ___
$9c_2$. ___ ___
$9c_3$. ___ ___

District Code: | 3 | 4 | | 1 | 9 | 0 |

c. Reading (Cont.)

10. From the code list in the instructions manual, pages 9 and 10, enter the code number of the standardized test used in this project:

10a. 5 1 8

10a1. ___ ___ ___

Indicate the form of the test

10b. W

10b1. __________

and the level of the test

10c. Intermediate I

10c1. __________

11. If the code list does not identify the standardized test used in this project, then indicate the test, form and level used:

11a. __________

11b. __________

11c. __________

12. If your project was conducted exclusively after school or on Saturdays, indicate the number of children participating:

12. __________

13. What was the total cost encumbered for your major activity?

13. $ 367,191

14. What was the total cost encumbered for your secondary activity?

14. $__________

15. What was the total cost encumbered for your tertiary activity?

15. $__________

District Code: | 3 | 4 | | 1 | 9 | 0 |

d. Reduction of Class Size

2. From the code list in the instructions manual, page 7, enter the code number of the major activity of this project:

2. 0 8 0 1

3. From the code list in the instructions manual, page 8, enter the code number of the objectives of the major activity:

3a. 1 1
3b. 1 2
3c. 1 3
3d. 2 2
3e. 3 4
3f. 4 5

To affect positive behavioral changes.

4. If there was a secondary activity related to the major activity, enter the code number as found in the instructions manual, page 7:

4. ___ ___ ___ ___

5. From the code list in the instructions manual, page 8, enter the code number of the objectives of the secondary activity:

5a. ___ ___
5b. ___ ___
5c. ___ ___

6. If there was a third activity related to the major activity, enter the code number as found in the instructions manual, page 7:

6. ___ ___ ___ ___

7. From the code list in the instructions manual, page 8, enter the code number of the objectives of the third activity:

7a. ___ ___
7b. ___ ___
7c. ___ ___

8. From the code list in the instructions manual, page 9, enter the code number of the research design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:

8a. 1
8b. ___
8c. ___

9. From the code list in the instructions manual, page 9, enter the code number of the measurement design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:

9a$_1$. 0 1
9a$_2$. 0 7
9a$_3$. 1 4
9a$_4$. 1 6
9b$_1$. ___ ___
9b$_2$. ___ ___
9b$_3$. ___ ___
9c$_1$. ___ ___
9c$_2$. ___ ___
9c$_3$. ___ ___

District Code: | 3 | 4 | | 1 | 9 | 0 |

d. Reduction of Class Size (Cont.)

10.	From the code list in the instructions manual, pages 9 and 10, enter the code number of the standardized test used in this project:	10a.	2 0 2
		10a1.	_ _ _
	Indicate the form of the test	10b.	W
		10b1.	
	and the level of the test	10c.	Elementary
		10c1.	
11.	If the code list does not identify the standardized test used in this project, then indicate the test, form and level used:	11a.	
		11b.	
		11c.	
12.	If your project was conducted exclusively after school or on Saturdays, indicate the number of children participating:	12.	
13.	What was the total cost encumbered for your major activity?	13.	$ 121,661
14.	What was the total cost encumbered for your secondary activity?	14.	$
15.	What was the total cost encumbered for your tertiary activity?	15.	$

District Code: 3 4 1 9 0

e. Teacher Aides

2. From the code list in the instructions manual, page 7, enter the code number of the major activity of this project:

2. 0 8 0 3

3. From the code list in the instructions manual, page 8, enter the code number of the objectives of the major activity:

3a. 1 2
3b. 2 2
3c. 3 1
3d. 3 4
3e. 5 5

To provide greater opportunities for pupils to learn, work cooperatively, use materials and equipment, and use adults as a source of information.

4. If there was a secondary activity related to the major activity, enter the code number as found in the instructions manual, page 7:

5. From the code list in the instructions manual, page 8, enter the code number of the objectives of the secondary activity:

5a. __ __
5b. __ __
5c. __ __

6. If there was a third activity related to the major activity, enter the code number as found in the instructions manual, page 7:

6. __ __ __ __

7. From the code list in the instructions manual, page 8, enter the code number of the objectives of the third activity:

7a. __ __
7b. __ __
7c. __ __

8. From the code list in the instructions manual, page 9, enter the code number of the research design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:

8a. 3
8b. __
8c. __

9. From the code list in the instructions manual, page 9, enter the code number of the measurement design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:

$9a_1$. 1 4
$9a_2$. 1 6
$9a_3$. __ __
$9a_4$. __ __
$9b_1$. __ __
$9b_2$. __ __
$9b_3$. __ __
$9c_1$. __ __
$9c_2$. __ __
$9c_3$. __ __

District Code: 3 4 1 9 0

e. Teacher Aides (Cont.)

10. From the code list in the instructions manual, pages 9 and 10, enter the code number of the standardized test used in this project:

10a. _ _ _

10a1. _ _ _

Indicate the form of the test

10b. ________

10b1. ________

and the level of the test

10c. ________

10c1. ________

11. If the code list does not identify the standardized test used in this project, then indicate the test, form and level used:

11a. ________

11b. ________

11c. ________

12. If your project was conducted exclusively after school or on Saturdays, indicate the number of children participating:

12. ________

13. What was the total cost encumbered for your major activity?

13. $ 103,908

14. What was the total cost encumbered for your secondary activity?

14. $________

15. What was the total cost encumbered for your tertiary activity?

15. $________

District Code: | 3 | 4 | | 1 | 9 | 0 |

f. Instructional Media Centers

2. From the code list in the instructions manual, page 7, enter the code number of the major activity of this project:

2. 1 4 0 2

3. From the code list in the instructions manual, page 8, enter the code number of the objectives of the major activity:

3a. 1 2
3b. 2 2
3c. 4 4
3d. __ __
3e. __ __
3f. __ __
3g. __ __
3h. __ __

4. If there was a secondary activity related to the major activity, enter the code number as found in the instructions manual, page 7:

4. __ __ __ __

5. From the code list in the instructions manual, page 8, enter the code number of the objectives of the secondary activity:

5a. __ __
5b. __ __
5c. __ __

6. If there was a third activity related to the major activity, enter the code number as found in the instructions manual, page 7:

6. __ __ __ __

7. From the code list in the instructions manual, page 8, enter the code number of the objectives of the third activity:

7a. __ __
7b. __ __
7c. __ __

8. From the code list in the instructions manual, page 9, enter the code number of the research design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:

8a. 5
8b. __
8c. __

9. From the code list in the instructions manual, page 9, enter the code number of the measurement design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:

$9a_1$. 1 4
$9a_2$. 1 6
$9a_3$. __ __
$9a_4$. __ __
$9b_1$. __ __
$9b_2$. __ __
$9b_3$. __ __
$9c_1$. __ __
$9c_2$. __ __
$9c_3$. __ __

District Code: 3 4 1 9 0

f. Instructional Media Centers (Cont.)

10. From the code list in the instructions manual, pages 9 and 10, enter the code number of the standardized test used in this project:

10a. _ _ _

10a1. _ _ _

Indicate the form of the test

10b. ________

10b1. ________

and the level of the test

10c. ________

10c1. ________

11. If the code list does not identify the standardized test used in this project, then indicate the test, form and level used:

11a. ________

11b. ________

11c. ________

12. If your project was conducted exclusively after school or on Saturdays, indicate the number of children participating:

12. ________

13. What was the total cost encumbered for your major activity?

13. $ Previous Year's Program

14. What was the total cost encumbered for your secondary activity?

14. $________

15. What was the total cost encumbered for your tertiary activity?

15. $________

District Code: | 3 | 4 | | 1 | 9 | 0 |

g. Project Aspiration and Supporting Services

2. From the code list in the instructions manual, page 7, enter the code number of the major activity of this project:

2. 1 7 0 4

3. From the code list in the instructions manual, page 8, enter the code number of the objectives of the major activity:

3a. 1 1
3b. 1 2
3c. 1 3
3d. 2 2
3e. 3 1
3f. 3 4
3g. 5 1
3h. 5 5

To raise educational opportunities of segregated children.

4. If there was a secondary activity related to the major activity, enter the code number as found in the instructions manual, page 7:

4. 0 5 0 4

5. From the code list in the instructions manual, page 8, enter the code number of the objectives of the secondary activity:

5a. 5 2
5b. __ __
5c. __ __

6. If there was a third activity related to the major activity, enter the code number as found in the instructions manual, page 7:

6. 0 3 0 __
0 7 0 1

7. From the code list in the instructions manual, page 8, enter the code number of the objectives of the third activity:

7a. 6 3
7b. 5 5

To provide transportation to and from school.

8. From the code list in the instructions manual, page 9, enter the code number of the research design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:

8a. 1
8b. 1
8c. 1

9. From the code list in the instructions manual, page 9, enter the code number of the measurement design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:

$9a_1$. 0 1
$9a_2$. 0 5
$9a_3$. 1 4
$9a_4$. 1 5
$9b_1$. 0 7
$9b_2$. __ __
$9b_3$. __ __
$9c_1$. 0 7
$9c_2$. 1 4
$9c_3$. __ __

District Code: | 3 | 4 | | 1 | 9 | 0 |

g. Project Aspiration and Supporting Services (Cont.)

10. From the code list in the instructions manual, pages 9 and 10, enter the code number of the standardized test used in this project:

10a. 5 1 8

10a1. 2 0 2

Indicate the form of the test

10b. W

10b1. W

and the level of the test

10c. Primary

10c1. Elementary

11. If the code list does not identify the standardized test used in this project, then indicate the test, form and level used:

11a. ________

11b. ________

11c. ________

12. If your project was conducted exclusively after school or on Saturdays, indicate the number of children participating:

12. ________

13. What was the total cost encumbered for your major activity?

13. $ 84,702

14. What was the total cost encumbered for your secondary activity?

14. $ 25,139

15. What was the total cost encumbered for your tertiary activity?

15. $ 167,557

District Code: | 3 | 4 | | 1 | 9 | 0 |

h. Audiometric Services

2. From the code list in the instructions manual, page 7, enter the code number of the major activity of this project:

2. 0 2 0 1
0 5 0 -

3. From the code list in the instructions manual, page 8, enter the code number of the objectives of the major activity:

3a. 5 1
3b. _ _
3c. _ _
3d. _ _
3e. _ _
3f. _ _
3g. _ _
3h. _ _

4. If there was a secondary activity related to the major activity, enter the code number as found in the instructions manual, page 7:

4. _ _ _ _

5. From the code list in the instructions manual, page 8, enter the code number of the objectives of the secondary activity:

5a. _ _
5b. _ _
5c. _ _

6. If there was a third activity related to the major activity, enter the code number as found in the instructions manual, page 7:

6. _ _ _ _

7. From the code list in the instructions manual, page 8, enter the code number of the objectives of the third activity:

7a. _ _
7b. _ _
7c. _ _

8. From the code list in the instructions manual, page 9, enter the code number of the research design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:

8a. 5
8b. _
8c. _

9. From the code list in the instructions manual, page 9, enter the code number of the measurement design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:

$9a_1$. 0 7
$9a_2$. _ _
$9a_3$. _ _
$9a_4$. _ _
$9b_1$. _ _
$9b_2$. _ _
$9b_3$. _ _
$9c_1$. _ _
$9c_2$. _ _
$9c_3$. _ _

District Code: | 3 | 4 | | 1 | 9 | 0 |

h. Audiometric Services (Cont.)

10. From the code list in the instructions manual, pages 9 and 10, enter the code number of the standardized test used in this project:

10a. _ _ _

10a₁. _ _ _

Indicate the form of the test

10b. ________

10b₁. ________

and the level of the test

10c. ________

10c₁. ________

11. If the code list does not identify the standardized test used in this project, then indicate the test, form and level used:

11a. ________

11b. ________

11c. ________

12. If your project was conducted exclusively after school or on Saturdays, indicate the number of children participating:

12. ________

13. What was the total cost encumbered for your major activity?

13. $ 12,043

14. What was the total cost encumbered for your secondary activity?

14. $________

15. What was the total cost encumbered for your tertiary activity?

15. $________

District Code: | 3 | 4 | | 1 | 9 | 0 |

j. Kindergarten-Primary Summer Session, 1966

2. From the code list in the instructions manual, page 7, enter the code number of the major activity of this project:

2. 1 5 0 1

3. From the code list in the instructions manual, page 8, enter the code number of the objectives of the major activity:

3a. 1 2
3b. 1 3
3c. 2 2
3d. 4 4
3e. ___ ___
3f. ___ ___
3g. ___ ___
3h. ___ ___

4. If there was a secondary activity related to the major activity, enter the code number as found in the instructions manual, page 7:

4. ___ ___ ___ ___

5. From the code list in the instructions manual, page 8, enter the code number of the objectives of the secondary activity:

5a. ___ ___
5b. ___ ___
5c. ___ ___

6. If there was a third activity related to the major activity, enter the code number as found in the instructions manual, page 7:

6. ___ ___ ___ ___

7. From the code list in the instructions manual, page 8, enter the code number of the objectives of the third activity:

7a. ___ ___
7b. ___ ___
7c. ___ ___

8. From the code list in the instructions manual, page 9, enter the code number of the research design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:

8a. 5
8b. ___
8c. ___

9. From the code list in the instructions manual, page 9, enter the code number of the measurement design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:

$9a_1$. 0 7
$9a_2$. 1 4
$9a_3$. 1 5
$9a_4$. ___ ___
$9b_1$. ___ ___
$9b_2$. ___ ___
$9b_3$. ___ ___
$9c_1$. ___ ___
$9c_2$. ___ ___
$9c_3$. ___ ___

District Code:

3	4		1	9	0

j. Kindergarten-Primary Summer Session, 1966 (Cont.)

10. From the code list in the instructions manual, pages 9 and 10, enter the code number of the standardized test used in this project:

10a. ___ ___ ___

10a1. ___ ___ ___

Indicate the form of the test

10b. ________

10b1. ________

and the level of the test

10c. ________

10c1. ________

11. If the code list does not identify the standardized test used in this project, then indicate the test, form and level used:

11a. ________

11b. ________

11c. ________

12. If your project was conducted exclusively after school or on Saturdays, indicate the number of children participating:

12. ________

13. What was the total cost encumbered for your major activity?

13. $ Previous Year's Project

14. What was the total cost encumbered for your secondary activity?

14. $________

15. What was the total cost encumbered for your tertiary activity?

15. $________

District Code: 3 4 | 1 9 0

k. In-Service Training

2. From the code list in the instructions manual, page 7, enter the code number of the major activity of this project:

Summer workshops
Summer 1966-Summer196

2. 1 1 0 3

3. From the code list in the instructions manual, page 8, enter the code number of the objectives of the major activity:

3a. 6 4
3b.
3c.
3d.
3e.
3f.
3g.
3h.

4. If there was a secondary activity related to the major activity, enter the code number as found in the instructions manual, page 7:

Demonstration Teacher

4. 1 1 0 2

5. From the code list in the instructions manual, page 8, enter the code number of the objectives of the secondary activity:

5a. 6 4
5b.
5c.

6. If there was a third activity related to the major activity, enter the code number as found in the instructions manual, page 7:

In-Service Training
Sessions

6. 1 1 0 2

7. From the code list in the instructions manual, page 8, enter the code number of the objectives of the third activity:

7a.
7b.
7c.

8. From the code list in the instructions manual, page 9, enter the code number of the research design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:

8a. 5
8b. 5
8c. 5

9. From the code list in the instructions manual, page 9, enter the code number of the measurement design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:

$9a_1$. 1 4
$9a_2$. 1 6
$9a_3$.
$9a_4$.
$9b_1$. 1 4
$9b_2$. 1 6
$9b_3$.
$9c_1$. 0 1
$9c_2$. 1 4
$9c_3$. 1 6

District Code: | 3 | 4 | | 1 | 9 | 0 |

k. In-Service Training (Cont.)

10. From the code list in the instructions manual, pages 9 and 10, enter the code number of the standardized test used in this project:

10a. _ _ _

10a1. _ _ _

Indicate the form of the test

10b. ________

10b1. ________

and the level of the test

10c. ________

10c1. ________

11. If the code list does not identify the standardized test used in this project, then indicate the test, form and level used:

11a. ________

11b. ________

11c. ________

12. If your project was conducted exclusively after school or on Saturdays, indicate the number of children participating:

12. ________

13. What was the total cost encumbered for your major activity?

13. $ 123,611 Total for all three activities.

14. What was the total cost encumbered for your secondary activity?

14. $________

15. What was the total cost encumbered for your tertiary activity?

15. $________

District Code: | 3 | 4 | | 1 | 9 | 0 |

i. Program for Neglected Institutionalized children

2. From the code list in the instructions manual, page 7, enter the code number of the major activity of this project:

2. 0 2 0 9

3. From the code list in the instructions manual, page 8, enter the code number of the objectives of the major activity:

3a. 1 2
3b. 1 3
3c. 3 1
3d. 3 2
3e. 3 4
3f. 5 3
3g. ___ ___
3h. ___ ___

4. If there was a secondary activity related to the major activity, enter the code number as found in the instructions manual, page 7:

4. ___ ___ ___ ___

5. From the code list in the instructions manual, page 8, enter the code number of the objectives of the secondary activity:

5a. ___ ___
5b. ___ ___
5c. ___ ___

6. If there was a third activity related to the major activity, enter the code number as found in the instructions manual, page 7:

6. ___ ___ ___ ___

7. From the code list in the instructions manual, page 8, enter the code number of the objectives of the third activity:

7a. ___ ___
7b. ___ ___
7c. ___ ___

8. From the code list in the instructions manual, page 9, enter the code number of the research design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:

8a. ___
8b. ___
8c. ___

9. From the code list in the instructions manual, page 9, enter the code number of the measurement design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:

9a$_1$. 1 4
9a$_2$. 1 6
9a$_3$. ___ ___
9a$_4$. ___ ___
9b$_1$. ___ ___
9b$_2$. ___ ___
9b$_3$. ___ ___
9c$_1$. ___ ___
9c$_2$. ___ ___
9c$_3$. ___ ___

District Code: 3 4 | 1 9 0

i. Program for Neglected Institutionalized Children (Cont.)

10. From the code list in the instructions manual, pages 9 and 10, enter the code number of the standardized test used in this project:

10a. _ _ _

10a$_1$. _ _ _

Indicate the form of the test

10b. __________

10b$_1$. __________

and the level of the test

10c. __________

10c$_1$. __________

11. If the code list does not identify the standardized test used in this project, then indicate the test, form and level used:

11a. __________

11b. __________

11c. __________

12. If your project was conducted exclusively after school or on Saturdays, indicate the number of children participating:

12. __________

13. What was the total cost encumbered for your major activity?

13. $ 12,810

14. What was the total cost encumbered for your secondary activity?

14. $__________

15. What was the total cost encumbered for your tertiary activity?

15. $__________

District Code 3 4 1 9 0

For standardized tests other than the Stanford Reading tests which you may have used please supply the following summary information.

PRE TEST

Name of Test Calif. Ach. Test-Reading

Form of Test Upper Primary-Form W

Grade 3 -- Title I Students -- May 1966		Comparison Group	
Number tested	452	Number tested	None
Mean Score	67.17	Mean Score	
Standard Deviation*	17.89	Standard Deviation*	
Number of students between the 1st and the 5th %ile	41	Number of students between the 1st and the 5th %ile	
Number of students between the 6th and the 10th %ile	37	Number of students between the 6th and the 10th %ile	
Number of students between the 11th and the 15th %ile	33	Number of students between the 11th and the 15th %ile	
Number of students between the 16th and the 20th %ile	22	Number of students between the 16th and the 20th %ile	
Number of students between the 21st and the 25th %ile	35	Number of students between the 21st and the 25th %ile	

POST TEST

Name of Test Calif. Ach. Test-Reading

Form of Test Elementary-Form W

Grade 4 -- Title I Students -- May 1967		Comparison Group	
Number tested	446	Number tested	None
Mean Score	56.72	Mean Score	
Standard Deviation*	22.05	Standard Deviation*	
Number of students between the 1st and the 5th %ile	38	Number of students between the 1st and the 5th %ile	
Number of students between the 6th and the 10th %ile	52	Number of students between the 6th and the 10th %ile	
Number of students between the 11th and the 15th %ile	27	Number of students between the 11th and the 15th %ile	
Number of students between the 16th and the 20th %ile	30	Number of students between the 16th and the 20th %ile	
Number of students between the 21st and the 25th %ile	31	Number of students between the 21st and the 25th %ile	

* to be completed by districts having 50 or more students in this project.

District Code 3 4 | 1 9 0

For standardized tests other than the Stanford Reading tests which you may have used please supply the following summary information.

PRE TEST

Name of Test Calif. Ach. Test-Arith.　　Form of Test Upper Primary-Form W

Grade 3 -- Title I Students -- May 1966		Comparison Group	
Number tested	452	Number tested	None
Mean Score	136.70	Mean Score	
Standard Deviation*	33.39	Standard Deviation*	
Number of students between the 1st and the 5th %ile	18	Number of students between the 1st and the 5th %ile	
Number of students between the 6th and the 10th %ile	18	Number of students between the 6th and the 10th %ile	
Number of students between the 11th and the 15th %ile	13	Number of students between the 11th and the 15th %ile	
Number of students between the 16th and the 20th %ile	25	Number of students between the 16th and the 20th %ile	
Number of students between the 21st and the 25th %ile	20	Number of students between the 21st and the 25th %ile	

POST TEST

Name of Test Calif. Ach. Test-Arith.　　Form of Test Elementary-Form W

Grade 4 -- Title I Students -- May 1967		Comparison Group	
Number tested	448	Number tested	None
Mean Score	45.65	Mean Score	
Standard Deviation*	13.75	Standard Deviation*	
Number of students between the 1st and the 5th %ile	17	Number of students between the 1st and the 5th %ile	
Number of students between the 6th and the 10th %ile	17	Number of students between the 6th and the 10th %ile	
Number of students between the 11th and the 15th %ile	17	Number of students between the 11th and the 15th %ile	
Number of students between the 16th and the 20th %ile	19	Number of students between the 16th and the 20th %ile	
Number of students between the 21st and the 25th %ile	26	Number of students between the 21st and the 25th %ile	

* to be completed by districts having 50 or more students in this project.

District Code 34 190

For standardized tests other than the Stanford Reading tests which you may have used please supply the following summary information.

PRE TEST

Name of Test Calif. Ach. Test-Language

Form of Test Upper Primary-Form W

Grade 3 -- Title I Students -- May 1966		Comparison Group	
Number tested	452	Number tested	None
Mean Score	47.17	Mean Score	
Standard Deviation*	15.59	Standard Deviation*	
Number of students between the 1st and the 5th %ile	11	Number of students between the 1st and the 5th %ile	
Number of students between the 6th and the 10th %ile	11	Number of students between the 6th and the 10th %ile	
Number of students between the 11th and the 15th %ile	28	Number of students between the 11th and the 15th %ile	
Number of students between the 16th and the 20th %ile	32	Number of students between the 16th and the 20th %ile	
Number of students between the 21st and the 25th %ile	32	Number of students between the 21st and the 25th %ile	

POST TEST

Name of Test Calif. Ach. Test-Language

Form of Test Elementary-Form W

Grade 4 -- Title I Students -- May 1967		Comparison Group	
Number tested	448	Number tested	None
Mean Score	64.13	Mean Score	
Standard Deviation*	23.64	Standard Deviation*	
Number of students between the 1st and the 5th %ile	36	Number of students between the 1st and the 5th %ile	
Number of students between the 6th and the 10th %ile	35	Number of students between the 6th and the 10th %ile	
Number of students between the 11th and the 15th %ile	28	Number of students between the 11th and the 15th %ile	
Number of students between the 16th and the 20th %ile	33	Number of students between the 16th and the 20th %ile	
Number of students between the 21st and the 25th %ile	19	Number of students between the 21st and the 25th %ile	

* to be completed by districts having 50 or more students in this project.

District Code 3 4 1 9 0

For standardized tests other than the Stanford Reading tests which you may have used please supply the following summary information.

PRE TEST

Name of Test Calif. Ach. Test-Reading

Form of Test Elementary-Form W

Grade 4 -- **Title I Students** -- May 1966		**Comparison Group**	
Number tested	369	Number tested	None
Mean Score	58.42	Mean Score	
Standard Deviation*	21.22	Standard Deviation*	
Number of students between the 1st and the 5th %ile	25	Number of students between the 1st and the 5th %ile	
Number of students between the 6th and the 10th %ile	34	Number of students between the 6th and the 10th %ile	
Number of students between the 11th and the 15th %ile	17	Number of students between the 11th and the 15th %ile	
Number of students between the 16th and the 20th %ile	22	Number of students between the 16th and the 20th %ile	
Number of students between the 21st and the 25th %ile	36	Number of students between the 21st and the 25th %ile	

POST TEST

Name of Test Calif. Ach. Test-Reading

Form of Test Elementary-Form W

Grade 5 -- **Title I Students** -- May 1967		**Comparison Group**	
Number tested	370	Number tested	None
Mean Score	70.68	Mean Score	
Standard Deviation*	21.52	Standard Deviation*	
Number of students between the 1st and the 5th %ile	36	Number of students between the 1st and the 5th %ile	
Number of students between the 6th and the 10th %ile	43	Number of students between the 6th and the 10th %ile	
Number of students between the 11th and the 15th %ile	16	Number of students between the 11th and the 15th %ile	
Number of students between the 16th and the 20th %ile	32	Number of students between the 16th and the 20th %ile	
Number of students between the 21st and the 25th %ile	25	Number of students between the 21st and the 25th %ile	

* to be completed by districts having 50 or more students in this project.

District Code | 3 | 4 | | 1 | 9 | 0 |

For standardized tests other than the Stanford Reading tests which you may have used please supply the following summary information.

PRE TEST

Name of Test Calif. Ach. Test-Arithmetic **Form of Test** Elementary-Form W

	Grade 4 -- Title I Students -- May 1966	**Comparison Group**
Number tested	370	None
Mean Score	45.99	
Standard Deviation*	14.22	
Number of students between the 1st and the 5th %ile	13	
Number of students between the 6th and the 10th %ile	15	
Number of students between the 11th and the 15th %ile	14	
Number of students between the 16th and the 20th %ile	21	
Number of students between the 21st and the 25th %ile	16	

POST TEST

Name of Test Calif. Ach. Test-Arithmetic **Form of Test** Elementary-Form W

	Grade 5 -- Title I Students -- May 1967	**Comparison Group**
Number tested	369	None
Mean Score	56.39	
Standard Deviation*	15.81	
Number of students between the 1st and the 5th %ile	63	
Number of students between the 6th and the 10th %ile	20	
Number of students between the 11th and the 15th %ile	27	
Number of students between the 16th and the 20th %ile	16	
Number of students between the 21st and the 25th %ile	20	

*** to be completed by districts having 50 or more students in this project.**

District Code | 3 | 4 | | 1 | 9 | 0 |

For standardized tests other than the Stanford Reading tests which you may have used please supply the following summary information.

PRE TEST

Name of Test Calif. Ach. Test-Language

Form of Test Elementary-Form W

Grade 4 --Title I Students -- May 1966		Comparison Group	
Number tested	368	Number tested	None
Mean Score	67.82	Mean Score	
Standard Deviation*	24.47	Standard Deviation*	
Number of students between the 1st and the 5th %ile	24	Number of students between the 1st and the 5th %ile	
Number of students between the 6th and the 10th %ile	20	Number of students between the 6th and the 10th %ile	
Number of students between the 11th and the 15th %ile	23	Number of students between the 11th and the 15th %ile	
Number of students between the 16th and the 20th %ile	18	Number of students between the 16th and the 20th %ile	
Number of students between the 21st and the 25th %ile	17	Number of students between the 21st and the 25th %ile	

POST TEST

Name of Test Calif. Ach. Test-Language

Form of Test Elementary-Form W

Grade 5 -- Title I Students -- May 1967		Comparison Group	
Number tested	369	Number tested	None
Mean Score	81.22	Mean Score	
Standard Deviation*	24.16	Standard Deviation*	
Number of students between the 1st and the 5th %ile	61	Number of students between the 1st and the 5th %ile	
Number of students between the 6th and the 10th %ile	32	Number of students between the 6th and the 10th %ile	
Number of students between the 11th and the 15th %ile	19	Number of students between the 11th and the 15th %ile	
Number of students between the 16th and the 20th %ile	25	Number of students between the 16th and the 20th %ile	
Number of students between the 21st and the 25th %ile	17	Number of students between the 21st and the 25th %ile	

* to be completed by districts having 50 or more students in this project.

District Code 3 4 | 1 9 0

For standardized tests other than the Stanford Reading tests which you may have used please supply the following summary information.

PRE TEST

Name of Test Calif. Ach. Test-Reading

Form of Test Elementary-Form W

Grade 5 --Title I Students-- May 1966		Comparison Group	
Number tested	330	Number tested	None
Mean Score	69.50	Mean Score	
Standard Deviation*	22.06	Standard Deviation*	
Number of students between the 1st and the 5th %ile	41	Number of students between the 1st and the 5th %ile	
Number of students between the 6th and the 10th %ile	22	Number of students between the 6th and the 10th %ile	
Number of students between the 11th and the 15th %ile	23	Number of students between the 11th and the 15th %ile	
Number of students between the 16th and the 20th %ile	23	Number of students between the 16th and the 20th %ile	
Number of students between the 21st and the 25th %ile	30	Number of students between the 21st and the 25th %ile	

POST TEST

Name of Test Calif. Ach. Test-Reading

Form of Test Elementary-Form W

Grade 6 -- Title I Students -- May 1967		Comparison Group	
Number tested	331	Number tested	None
Mean Score	80.73	Mean Score	
Standard Deviation*	19.54	Standard Deviation*	
Number of students between the 1st and the 5th %ile	57	Number of students between the 1st and the 5th %ile	
Number of students between the 6th and the 10th %ile	40	Number of students between the 6th and the 10th %ile	
Number of students between the 11th and the 15th %ile	27	Number of students between the 11th and the 15th %ile	
Number of students between the 16th and the 20th %ile	25	Number of students between the 16th and the 20th %ile	
Number of students between the 21st and the 25th %ile	25	Number of students between the 21st and the 25th %ile	

* to be completed by districts having 50 or more students in this project.

District Code 3 4 | 1 9 0

For standardized tests other than the Stanford Reading tests which you may have used please supply the following summary information.

PRE TEST

Name of Test Calif. Ach. Test-Arithmetic   Form of Test Elementary-Form W

Grade 5 -- Title I Students -- May 1966		Comparison Group	
Number tested	331	Number tested	None
Mean Score	54.87	Mean Score	
Standard Deviation*	13.78	Standard Deviation*	
Number of students between the 1st and the 5th %ile	53	Number of students between the 1st and the 5th %ile	
Number of students between the 6th and the 10th %ile	24	Number of students between the 6th and the 10th %ile	
Number of students between the 11th and the 15th %ile	25	Number of students between the 11th and the 15th %ile	
Number of students between the 16th and the 20th %ile	18	Number of students between the 16th and the 20th %ile	
Number of students between the 21st and the 25th %ile	15	Number of students between the 21st and the 25th %ile	

POST TEST

Name of Test Calif. Ach. Test-Arithmetic   Form of Test Elementary-Form W

Grade 6 -- Title I Students -- May 1967		Comparison Group	
Number tested	330	Number tested	None
Mean Score	67.70	Mean Score	
Standard Deviation*	18.51	Standard Deviation*	
Number of students between the 1st and the 5th %ile	111	Number of students between the 1st and the 5th %ile	
Number of students between the 6th and the 10th %ile	20	Number of students between the 6th and the 10th %ile	
Number of students between the 11th and the 15th %ile	21	Number of students between the 11th and the 15th %ile	
Number of students between the 16th and the 20th %ile	18	Number of students between the 16th and the 20th %ile	
Number of students between the 21st and the 25th %ile	11	Number of students between the 21st and the 25th %ile	

* to be completed by districts having 50 or more students in this project.

District Code 3 4 1 9 0

For standardized tests other than the Stanford Reading tests which you may have used please supply the following summary information.

PRE TEST

Name of Test Calif. Ach. Test-Language

Form of Test Elementary-Form W

Grade 5 -- Title I Students -- May 1966		Comparison Group	
Number tested	330	Number tested	None
Mean Score	79.31	Mean Score	
Standard Deviation*	22.76	Standard Deviation*	
Number of students between the 1st and the 5th %ile	50	Number of students between the 1st and the 5th %ile	
Number of students between the 6th and the 10th %ile	31	Number of students between the 6th and the 10th %ile	
Number of students between the 11th and the 15th %ile	22	Number of students between the 11th and the 15th %ile	
Number of students between the 16th and the 20th %ile	26	Number of students between the 16th and the 20th %ile	
Number of students between the 21st and the 25th %ile	17	Number of students between the 21st and the 25th %ile	

POST TEST

Name of Test Calif. Ach. Test-Language

Form of Test Elementary-Form W

Grade 6 -- Title I Students -- May 1967		Comparison Group	
Number tested	330	Number tested	None
Mean Score	88.65	Mean Score	
Standard Deviation*	21.50	Standard Deviation*	
Number of students between the 1st and the 5th %ile	66	Number of students between the 1st and the 5th %ile	
Number of students between the 6th and the 10th %ile	53	Number of students between the 6th and the 10th %ile	
Number of students between the 11th and the 15th %ile	23	Number of students between the 11th and the 15th %ile	
Number of students between the 16th and the 20th %ile	37	Number of students between the 16th and the 20th %ile	
Number of students between the 21st and the 25th %ile	21	Number of students between the 21st and the 25th %ile	

* to be completed by districts having 50 or more students in this project.

District Code: 3 4 | 1 9 0

Districts that have had a remedial reading or language development program should complete the following table using their Stanford Reading Test results.

TITLE I STUDENTS

IST GRADE

Pre Test May 1966
Primary I Form W

Number of students falling at or below a raw score of 20 86

Number of students falling at or below a raw score of 27 186

Number of students falling at or below a raw score of 30 227

Number of students falling at or below a raw score of 33 251

Number of students falling at or below a raw score of 36 274

Number of students falling at or below a raw score of 47 339

2ND GRADE

Post Test May 1967
Primary II Form W

Number of students falling at or below a raw score of 20 63

Number of students falling at or below a raw score of 27 158

Number of students falling at or below a raw score of 31 211

Number of students falling at or below a raw score of 33 231

Number of students falling at or below a raw score of 36 242

Number of students falling at or below a raw score of 50 308

COMPARISON GROUP

IST GRADE

Pre Test May 1966
Primary I Form W

Number of students falling at or below a raw score of 20 ________

Number of students falling at or below a raw score of 27 ________

Number of students falling at or below a raw score of 30 ________

Number of students falling at or below a raw score of 33 ________

Number of students falling at or below a raw score of 36 ________

Number of students falling at or below a raw score of 47 ________

2ND GRADE

Post Test May 1967
Primary II Form W

Number of students falling at or below a raw score of 20 ________

Number of students falling at or below a raw score of 27 ________

Number of students falling at or below a raw score of 31 ________

Number of students falling at or below a raw score of 33 ________

Number of students falling at or below a raw score of 36 ________

Number of students falling at or below a raw score of 50 ________

District Code: 3 4 1 9 0

Districts that have had a remedial reading or language development program should complete the following table using their Stanford Reading Test results.

TITLE I STUDENTS

2ND GRADE Pre Test May 1966		3RD GRADE Post Test May 1967	
Number of students falling at or below a raw score of 20	81	Number of students falling at or below a raw score of 33	71
Number of students falling at or below a raw score of 27	154	Number of students falling at or below a raw score of 41	116
Number of students falling at or below a raw score of 31	196	Number of students falling at or below a raw score of 48	164
Number of students falling at or below a raw score of 33	215	Number of students falling at or below a raw score of 54	205
Number of students falling at or below a raw score of 36	236	Number of students falling at or below a raw score of 57	231
Number of students falling at or below a raw score of 50	320	Number of students falling at or below a raw score of 72	333

COMPARISON GROUP

2ND GRADE Pre Test May 1966		3RD GRADE Post Test May 1967	
Number of students falling at or below a raw score of 20		Number of students falling at or below a raw score of 33	
Number of students falling at or below a raw score of 27		Number of students falling at or below a raw score of 41	
Number of students falling at or below a raw score of 31		Number of students falling at or below a raw score of 48	
Number of students falling at or below a raw score of 33		Number of students falling at or below a raw score of 54	
Number of students falling at or below a raw score of 36		Number of students falling at or below a raw score of 57	
Number of students falling at or below a raw score of 50		Number of students falling at or below a raw score of 72	